

Annual Performance Report FFY 2011



Tennessee Department of
Education
Division of Special
Populations

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State of Tennessee

Part B Annual Performance Report for Federal Fiscal Year (FFY) 2011

Overview of the Annual Performance Report Development

The attached document is the Tennessee Department of Education (TDOE) *Part B Annual Performance Report (APR) for FFY 2011*. The APR provides information specific to measuring the State's progress on indicators identified by the United States Department of Education, Office of Special Education Programs (OSEP).

Based on a determination of "needs assistance", as reported to TDOE in the OSEP SPP/APR Report of June, 2012, the following technical assistance and related improvements have occurred, relative to **Indicator 13**:

TDOE transition personnel accessed and utilized a number of technical assistance resources found at <http://therightidea.tadnet.org/>, *The Right IDEA website*. TDOE completed the following activities in order to improve Indicator 13 compliance:

- TDOE sent a team to the 6th Annual Secondary Transition State Planning Institute for the second year. The team completed the needs assessment and updated the Team Planning Tool for State Capacity Building: Secondary Education and Transition Services.
- TDOE personnel shared the *Indicator 13 Transition Requirements Quick Reference Guide* developed by the North Dakota Department of Public Instruction/Office of Special Education Resource for Secondary Special Education Teachers Mountain Plains Regional Resource Center during all trainings and on the TDOE Secondary Transition website
- TDOE staff presented a training on the transition indicators for the new Special Education Supervisors Institute; 27 new LEA special education supervisors attended.
- TN revised and updated the TDOE Secondary Transition website to specifically include resources for Indicator 13 compliance.
- TN applied for and was selected to receive intensive technical assistance from the National Secondary Transition Technical Assistance Center (NSTTAC) during 2013 and 2014. The first technical assistance event is scheduled for March, 2013.

To complete this APR:

1. Data were gathered from Federal Data Reports, State End of Year (EOY) Reports, State and Federal statistical analysis reports, surveys, monitoring information, and advocacy and local education agency (LEA) personnel whenever possible. The Office of Data Services reformatted information into tables that could be used for completion of indicators.
2. All indicator chairpersons were assigned tasks specific to overall management and accountability as well as specific timelines for completion of assigned indicators. The SPP/APR Director was responsible for overall completion and submission of the final APR.
3. The Tennessee Department of Education (TDOE) SPP/APR Director contacted the State Advisory Council requesting member participation. Each APR indicator chairperson was responsible for communication with stakeholders connected to their indicator and for ensuring that all stakeholder information and suggestions were considered in the development and finalization of each indicator. Staff from TDOE's various Division's also provided feedback. Chairpersons were also involved in establishing, updating, and in some cases, conducting improvement activities.

4. The entire draft document was submitted to TDOE's federal technical assistance center, Mid-South Regional Resource Center (MSRRC) in January, 2013, for review prior to finalization and submission to OSEP.
5. TDOE reports annually to the public on progress or slippage in meeting "measurable and rigorous targets" found in the SPP/APR through the State's website via:

a) The State Report Card, at <http://tn.gov/education/reportcard/index.shtml>. This is an electronic document, available in the fall of each school year (for the previous school year), which serves to notify the public of each LEA's achievement gains (for all students) on State tests as well as providing other pertinent LEA and Statewide data.

b) The State Performance Plan (SPP) and the Annual Performance Report (APR) which are publicly disseminated at: http://tn.gov/education/speced/data_reports.shtml

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: FAPE in the LRE

INDICATOR 1: Percent of youth with IEPs graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2011	<i>Increase the graduation rate of students with disabilities 1.5% per year.</i>

Actual Target Data for FFY 2011

of students with disabilities graduating with regular diplomas **6,343**
 Divided by the # of students with disabilities exiting school **9,415**
 (Students that graduated with a regular diploma or received a certificate)
 $6,343 / 9,415 \times 100 = 67.4\%$

The data used to measure Indicator 1 are based on data the State is required to report to the Department under Title 1 of the Elementary and Secondary Act (ESEA) as part of its Consolidated State Performance Report (CSPR) Section 1.8.1. Data used to measure this indicator match data submitted in Section 1.8.1 of Part I of Tennessee's 2011-2012 CSPR for the subgroup of Children with Disabilities (IDEA) to be submitted in February 2013.

Graduation requirements that must be met for all students, including students with disabilities, to receive a regular high school diploma, are listed below:

REQUIREMENT	NUMBER OF UNITS
English	4.0
Mathematics	4.0
Science	3.0
Social Studies	3.0
Foreign Language	2.0
Fine Arts	1.0
Physical Education & Wellness	1.5
Personal Finance	0.5
Elective Focus	3.0

To earn a regular high school diploma all students must earn the prescribed 22 unit minimum and have satisfactory attendance and discipline records.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

The ESEA graduation rate target of 90% was not met and TDOE's target of an increase of 1.5% per year was not achieved. Data for FFY 2011 reveals a 67.4% graduation rate of students with disabilities whereas in FFY 2010, the percentage was 85.2%. This represents slippage of 17.8 percentage points from FFY 2010. This decrease is attributed to the use of a National Governor's Association (NGA) adjusted cohort graduation rate based on 4 years and a summer term. For FFY 2010, TDOE was granted approval to adjust NCLB Workbook procedures to define the graduation rate as 5 years plus any summer school terms including the summer school term after 12th grade for students with disabilities, students with limited English proficiency and students attending middle college high schools.

Despite the decrease of several percentage points, the number of students with disabilities receiving a regular high school diploma increased by 163 students. This is a notable improvement given the shorter time to complete high school graduation requirements.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
<p>Award AYP grants to LEAs who failed to meet ESEA scores for High School graduation rates for students with disabilities.</p> <p>Note for FFY 2010: Improvements reported for this activity are now based predominately on AYP scores for SWDs.</p>	<p>Due to changes in TDOEs assessment and reporting measures (i.e. Flexibility Waiver), AYP grants are no longer issued. Two of the LEA grants awarded in FFY 2011 targeted graduation rate/dropout prevention while others awarded target graduation rate indirectly. The grant process has been substantially modified and grantees are given wider latitude in closing the achievement gap.</p> <p>This activity is part of standard operating procedure and will be discontinued.</p>
<p>TDOE will review graduation rates, identify top performing LEAs and determine what effective graduation practices these LEAs are implementing. Selected LEAs will be contacted to share practices that have led to improved graduation rates. Dissemination will occur (e.g., panel presentation at State annual special education conference, newsletter or by some other dissemination means.)</p>	<p>TDOE identified 10 LEAs that exceeded the state graduation and dropout rates. TDOE staff requested and distributed information from these LEAs so that their practices could be shared with other LEAs who are struggling with low graduation rates and/or high dropout rates. The information was synthesized and along with the LEA contact information was shared with the other LEAs not chosen for comparison because of their performance.</p> <p>For the next reporting period, TDOE will invite each of the 10 LEAs with commendable graduation and dropout rates from FFY 2009-10 to present their practices to their peers at the Annual Special Education Conference.</p> <p>Progress made. Continue activity.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
In an effort to improve graduation rates in the future, TDOE Transition staff will complete a review of the graduation rate/dropout prevention improvement activities chosen by each of the other states and territories in the United States. The most widely used practices will be shared with LEA Special Education Supervisors.	November, 2013	TDOE Transition Staff

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: FAPE in the LRE

INDICATOR 2: Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

NOTE: TDOE has chosen to report the State's dropout rate using the same data source and measurement that was used for the FFY 2010 APR submitted on February 1, 2012.

FFY	Measurable and Rigorous Target
2011	Decrease the dropout rate of students with disabilities 1.5% per year.

Actual Target Data for FFY 2011

# of students with disabilities who dropped out	(3,593)
Divided by the # of students with disabilities in grades 9-12 in 2010-2011 school year	(37,479)
(Students that graduated with a regular diploma or received a certificate)	
3,593/37,479 = 9.6%	

The data reported above for FFY 2011 provide the annual event school dropout rate from Title I ESEA data (CSPR section 1.8.2, page 62) for the 2010-2011 school year. This dropout rate for all subgroups reported, including the students with disabilities (IDEA) subgroup, is calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the previous school year (2009-2010), as required in the instructions for CSPR section 1.8.2.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

Year-to-year comparison of progress or slippage on this indicator indicates slippage of an additional 5.4% or 1,545 students in FFY 2011 as compared to the rate of 4.2% in FFY 2010. The State target of 1.5% decrease was not met. The increase in dropout rate may be attributed to the Tennessee Diploma Project that became operational during the 2009-2010 school year. New rigorous content standards, new assessments and new high school graduation requirements were implemented FFY 2009 and may have influenced the dropout rate. Another contributing factor which may have affected the dropout rate is the economy. The economy may have forced some students to leave school in order to help support their families.

Tennessee Diploma Project link: <http://www.tn.gov/education/TDP/index.shtml>

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
<p>TDOE will review dropout rates, identify top performing LEAs and determine what effective dropout prevention practices these LEAs are implementing (i.e., Work-Based Learning Programs, etc.). Selected LEAs will be contacted to share prevention practices that have led to decreased dropout rates. Dissemination will occur (e.g., panel presentation at State annual special education conference, newsletter or by some other dissemination means.)</p>	<p>TDOE identified 10 LEAs with both commendable graduation and dropout rates . TDOE staff requested information from these LEAs so that their practices could be shared with other LEAs who are struggling with low graduation rates and/or high dropout rates. All 10 of the LEAs shared their practices. The information was synthesized and along with the LEA contact information was shared with the other LEAs not chosen because of their performance.</p> <p>Activity complete.</p>
<p>The Early Warning Data System (EWDS) provides an “early warning” about students who may be at risk of dropping out based on attendance, behavior and course completion data. TDOE will seek to determine its effectiveness through LEA use of the system and its effects on student progress.</p>	<p>TDOE is in the process of developing an EWDS. It is expected to be piloted in May and June of 2013 and become operational in the fall of 2013. Because the EWDS is not operational, there is no data to report. Data will be available after the 2013-14 school year.</p> <p>Continue activity.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
<p>TDOE will invite each of the 10 LEAs with commendable graduation and dropout rates from FFY 2009-10 to present their practices to their peers at the Annual Special Education Conference.</p>	<p>March, 2013</p>	<p>TDOE Transition Staff LEA Staff</p>
<p>TDOE Transition staff will complete a review of grad rate/dropout prevention improvement activities chosen by each of the states and territories in the United States. A grid will be developed which shows the most widely used practices and will be shared with LEA SPED Supervisors.</p>	<p>November, 2013</p>	<p>TDOE Transition Staff</p>

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: FAPE in the LRE

INDICATOR 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "N" size that meet the State's AYP/AMO targets for the disability subgroup
- B. Participation rate for children with IEPs
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. AMO percent = [(# of districts with a disability subgroup that meets the State's minimum "N" size that meet the State's AMO targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "N" size)] times 100.*

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for full academic year and those not enrolled for a full academic year.

FFY	Measurable and Rigorous Target
2011	<ul style="list-style-type: none"> A. <i>The percent of school districts meeting students with disabilities (SWD) gap closure using Tennessee's Annual Measurable Objectives (AMO) will increase by 6.25% per year.*</i> B. <i>The participation rate for children with IEPs in a regular assessment with no accommodations; Regular assessment with accommodations; Alternate assessment against alternate achievement standards and Alternate assessments against alternate standards will continue to meet 95% participation in Reading and Mathematics.</i> C. <i>Average growth of at least a 3-5% increase in the percent of children with IEPs scoring "proficient/advanced" against grade level, modified, and alternate achievement standards on statewide reading and mathematics assessments.*</i>

* Measurement A. and targets A. and C. have been revised based on the requirements of TDOE's *ESEA Flexibility Waiver*.

Actual Target Data for FFY 2011

3A. – Percent of districts with a disability subgroup that met the State's minimum "N" size and the State's AYP target for the disability subgroup

Below is the number and percent of districts with a minimum "N" size that met students with disabilities (SWD) gap closure Annual Measurable Objectives (AMO), by subject. The new accountability system approved under state of Tennessee's ESEA Flexibility Waiver, the primary metric used for AMOs for students with disabilities (SWD) is the state's gap closure metric. Each district is required to close the gap between the percentage of students with and without disabilities that were proficient and advanced by 6.25% per year. Below is the number and percent of districts with at least 30 students in each group (students with and without disabilities) that also met the 6.25% decrease in the gap between the two groups.

Subject	Number of Districts that Met Gap AMOs (A)	Total Districts that had Gap targets (N>30 in each category) (B)	% of Districts that met Gap targets (A/B)
Algebra I	8	54	14.8%
English II	18	56	32.1%
Math 3 – 8	20	128	15.6%
RLA 3 – 8	29	125	23.2%

3.B – Actual Participation Target Data for FFY 2011

Disaggregated Target Data for Reading Participation

TN Statewide Assessment 2011-2012		Participation Reading		Total	
		Grade 3-8	English II	#	%
A	Children with IEPs	55703	6331	62034	
B	IEPs in regular assessments without accommodations	8358	1854	10212	16.5%
	(%)	15.0%	29.3%		
C	IEPs in regular assessments with accommodations	15044	3634	18678	30.1%
	(%)	27.0%	57.4%		
d	IEPs in alternate assessments against modified standards	27084	0	27084	43.7%
	(%)	48.6%	0.00%		
e	IEPs in alternate assessments against alternate standards	4754	748	5502	8.9%
	(%)	8.5%	11.8%		
Overall Total (b+c+d+e) Participation (%)		55240	6236	61476	99.1%
		99.2%	98.5%		
Data below are included in 'a' but not included in 'b', 'c', 'd', or 'e'					
f	Invalid	99	9	108	0.2%
g	Medically Exempt	40	9	49	0.1%
h	ELL/R	69	6	75	0.1%
i	Absent	255	71	326	0.5%
Overall (b+c+d+e+f+g+h+i) Total Sum = 100%		55703	6331	62034	100%
		100%	100%		

Disaggregated Target Data for Math Participation

TN Statewide Assessment 2011-2012		Participation Math		Total	
		Grade 3-8	Algebra I	#	%
a	Children with IEPs	55647	3807	59454	
b	IEPs in regular assessment without accommodations	8321	697	9018	15.2%
	(%)	15.0%	18.3%		
c	IEPs in regular assessment with accommodations	15021	2142	17163	28.9%
	(%)	27.0%	56.3%		
d	IEPs in alternate assessment against modified standards	27078	0	27078	49.0%
	(%)	49.0%	0.0%		
e	IEPs in alternate assessment against alternate standards	4823	887	5710	9.6%
	(%)	8.7%	23.3%		
Overall Total (b+c+d+e) Participation (%)		55243	3726	58969	99.2%
		99.3%	97.9%		
Data below are included in a but not included in b, c, d, or e					
f	Invalid	75	25	100	0.2%
g	Medically Exempt	41	9	50	0.1%
h	Absent	291	47	338	0.6%
Overall (b+c+d+e+f+g+h+i) Total Sum = 100%		55650	3807	59457	100%
		100%	100%		

3.C – Actual Performance Target Data for FFY 2011

Disaggregated Target Data for Reading Performance: Number and percent of students enrolled for a full academic year with IEPs that scored proficient or higher

TN Statewide Assessment 2011-2012		Performance Reading		Total	
		Grade 3-8	English II		
				#	%
a	Children with IEPs	55703	6331	62034	
b	IEPs in regular assessment without accommodations	3269	514	3783	6.1%
	(%)	6.0%	8.1%		
c	IEPs in regular assessment with accommodations	2399	442	2841	4.6%
	(%)	4.3%	7.0%		
d	IEPs in alternate assessment against modified standards	13630	0	13630	24.5%
	(%)	24.5%	0		
e	IEPs in alternate assessment against alternate standards	4658	748	5406	8.7%
	(%)	8.4%	11.8%		
Overall Total (b+c+d+e) Performance (%)		23956	1704	25660	41.4%
		43.0%	26.9%		
Data below are included in a but not included in b, c, d, or e					
f	Basic	13814	2379	16193	26.1%
f	Below Basic	17448	2175	19623	31.6%
g	Basic + Below Basic Total	31262	4554	35816	57.7%
h	Invalid	99	9	108	0.2%
i	Medically Exempt	40	9	49	0.1%
j	ELL/R	69	6	75	0.1%
k	Absent	255	71	326	0.5%
Overall (b+c+d+e+f+g+h+i) Total Sum = 100%		55681	6353	62034	100%
		100%	100%		

Disaggregated Target Data for Math Performance: Number and percent of students enrolled for a full academic year with IEPs that scored proficient or higher

TN Statewide Assessment 2011-2012		Performance Math		Total	
		Grade 3-8	Algebra I	#	%
a	Children with IEPs	55647	3807	59454	
b	IEPs in regular assessment without accommodations	3314	73	3387	5.7%
	(%)	6.0%	1.9%		
c	IEPs in regular assessment with accommodations	2122	209	2331	3.9%
	(%)	4.0%	5.5%		
d	IEPs in alternate assessment against modified standards	10580	0	10580	19.0%
	(%)	19.0%	0.0%		
e	IEPs in alternate assessment against alternate standards	4688	872	5560	9.4%
	(%)	8.4%	22.9%		
Overall Total (b+c+d+e) Performance(%)		20704	1154	21858	36.8%
		37.2%	30.3%		
Data below are included in a but not included in b, c, d, or e					
f	Basic	18410	1022	19432	33.0%
g	Below Basic	16126	1550	17676	30.0%
h	Invalid	75	25	100	0.2%
i	Medically Exempt	41	9	50	0.1%
j	Absent	291	47	338	0.6%
Overall (b+c+d+e+f+g+h+i) Total Sum = 100%		55647	3807	59454	100%
		100%	100%		

Reporting Information: Tennessee Department of Education (TDOE) Report Card

<http://edu.reportcard.state.tn.us/pls/apex/f?p=200:1:1915830610268196>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011

3A. Tennessee's new AYP/AMO accountability system requires the reporting of the percent of districts with a disability subgroup that meets the State's minimum "N" size that meet the State's AYP/AMO targets for the disability subgroup. Districts meeting this target ranged from 14.8% to 32.1% for English II and Algebra I and 15.6% to 23.2% for 3-8 Math and RLA.

Due to setting a new target, the data reported is baseline data. Progress or slippage will be reported in the next reporting period- FFY2012.

3B. The participation rate for SWD's with IEPs in a regular assessment without accommodations, regular assessment with accommodations, alternate assessment against modified standards and alternate assessment against alternate standards exceeds Tennessee's target of 95% for student participation in Reading at 99.1% and in Math at 99.2%. Target met.

3C.

Reading: The percent of SWD's with IEPs scoring "Proficient or Advanced" against grade level standards, modified achievement standards and alternate achievement standards for FFY 2011 is 41.4%.

Math: The percent of SWD's with IEPs scoring "Proficient or Advanced" against grade level standards, modified achievement standards and alternate achievement standards for FFY 2011 is 36.8%.

Due to setting a new target, the data reported is baseline data. Progress or slippage will be reported in the next reporting period-FFY2012.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
TDOE will provide statewide trainings to LEAs on standards based IEPs to facilitate improved access to the general education curriculum and environment for students with disabilities.	<p>Trainings were provided on writing Standards-Based IEPs at the Annual Special Education Conference, webinars, local regional meetings and the Annual Special Education Supervisors Institute.</p> <p>TDOE is working to ensure that all LEAs across the State are provided consistent information with regard to IEPs, RTI, and Common Core State Standards. For this reason, all presentations on standards based IEPs are placed on hold until further notice.</p> <p>Discontinue activity.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

<p>TDOE is providing numerous opportunities for LEAs and all students in order to enable students to make achievement gains as indicated below:</p> <ul style="list-style-type: none"> a. Select core coaches to serve as peer leaders in the implementation of Common Core State Standards (CCSS) b. Pilot implementation of CCSS for English/Language Arts (grades 3-12) in selected districts and Math “focus” standards (grades 3-8) for all districts, in preparation for full implementation in ‘13-‘14. c. Provide ongoing online courses, model units, and lesson plan sharing 	<p>2012-13</p>	<p>TDOE Staff LEA Staff</p>
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Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: FAPE in the LRE**INDICATOR 4A:** Rates of suspension and expulsion:

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2011 (using 2010-2011 data)	<i>The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 1%.</i>

Actual Target Data for FFY 2011 (using 2010-2011 data)

# of districts having a significant discrepancy in rates of suspensions and expulsions	1
# of districts that meet the minimum "n" size	53
1/53 = 1.9%	

In FFY 2011, using data from FFY 2010, of 136 districts in the state 65 had no student with disability suspended/expelled greater than 10 days, 18 districts had only 1 student suspended/expelled for greater than 10 days, and 53 districts had 2 or more students suspended/expelled for greater than 10 days. Thus 83 districts (65 + 18) were excluded based on the minimum "n" size requirement of 2 or more students suspended/expelled, leaving 53 of the 136 that met the minimum "n" size.

Of those 53, one district was found to have suspended/expelled for more than 10 days over 2.5% of their special education students. Only 1.9% of districts, (1 of 53) were significantly discrepant. For FFY 2011 the State met its target of reducing the percent of LEAs having a significant discrepancy in the rates of suspensions/expulsions by 1%. In FFY 2009-2010, 16 of 84 LEAs (19%) who met the 'N size' had suspended students with disabilities more than ten days.

Year	Total Number of LEAs* that met the Minimum "N" size	Number of LEAs that have Significant Discrepancies	Percent
FFY 2011 (using 2010-2011 data)	53	1	1.9%

Review of Policies, Procedures, and Practices:

TDOE reviews policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to ensure that these policies, procedures and practices comply with IDEA by requiring each LEA identified as significantly discrepant (2.5% or greater) to provide data and information on their policies, procedures and practices through a Self-Assessment. The completed self-assessments are reviewed by TDOE staff and decisions are made as to whether noncompliance with IDEA exists according to the following criteria:

1. Provision of services as specified in the IEP
2. Consideration of culturally responsive behavior supports
3. Availability of an alternative school setting and criteria for required attendance
4. Available training for personnel in PBIS, including research-based practices and the three-tiered integrative model
5. Use of data for evaluating student needs for supports
6. Appropriateness of discipline referral procedures for all ethnic groups
7. Data reported based on TN Education Information System (EIS) business rules

Utilizing the criteria listed above, the one (1) significantly discrepant LEA was notified and given a prescribed time period to complete a Self-Assessment which incorporated a review of their policies, procedures and practices and a review of their data collection procedures. After a review of that LEA's Self-Assessment by TDOE staff the district was not found to be significantly discrepant based on policies, procedures or practices. There was no finding of noncompliance issued.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

In FFY 2011 (1.9%) there was a marked decrease in the total number and overall percent of districts found significantly discrepant compared with FFY 2010 (19%). The overall number of districts that met the minimum "n" criterion (of 2 or more students) dropped from 84 in FFY 2010 to 53 in FFY 2011. In FFY 2011 only one district was found significantly discrepant with a rate over 2.5% of students with

disabilities being suspended/expelled more than 10 days. In FFY 2010 16 districts had significant discrepancies.

Much of this decrease comes from TDOE's efforts to a) make districts more cognizant of discipline alternatives, b) support more PBIS initiatives, c) fund discretionary grants targeting reductions in suspensions, and d) the requirement that districts previously found significantly discrepant have spent internal staff time reviewing and submitting their policies, procedures, and practices (thus further increasing local district awareness).

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
TDOE will provide grants to qualified LEAs to enable them to provide additional services to staff and students in an effort to prevent undue suspension/expulsion.	In FFY 2011 six LEAs received grants to address challenging behavior in an effort to reduce suspension rates.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
Revise the process and instrumentation used to review policies, procedures, and practices.	FFY 2012	TDOE MSRRC

Correction of FFY 2010 Findings of Noncompliance

There were no instances of noncompliance in FFY 2010.

Correction of FFY 2010 Finding of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

NA

Actions Taken if Noncompliance Not Corrected

NA

Verification of Correction of FFY 2010 noncompliance (either timely or subsequent)

NA

Verification of Correction (either timely or subsequent)

NA

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: FAPE in the LRE

INDICATOR 4B: Rates of suspension and expulsion:

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

Percent = [(# of districts that have: (a) a significant discrepancy by race or ethnicity in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards) divided by the (# of districts in the State)] times 100.

FFY	Measurable and Rigorous Target
2011 (using 2010-2011 data)	0%

Overview of Issue/Description of System or Process

Based on technical assistance provided by OSEP and DAC, TDOE has chosen to apply the *rate ratio* calculation methodology comparing the district-level suspension/expulsion rate by race/ethnicity to the State-level suspension/expulsion rate for students with disabilities (Comparison 1 Example 4a in the 2011 OSEP Leadership Mega Conference presentation titled "Introduction to the B4 TA Guide for Suspension and Expulsion and a Peek at the National Findings"). The State defines significant discrepancy on Indicator 4B as LEAs with rate ratios of 2.0 or greater for any racial/ethnic group with two or more students with disabilities experiencing suspension or expulsion of more than ten days in a school year. That is, a district has a significant discrepancy when the rate ratio is 2.0 or greater when comparing its suspension/expulsion rate for students with disabilities from a single racial/ethnic group to the State-level suspension/expulsion rate for all students with disabilities.

The calculation requires first establishing the statewide percentage of students with disabilities suspended or expelled for greater than 10 days. For FFY 2011, using data from 2010-11, this percentage was 1.59%. Then a two-step process is used to determine the rate ratio for each racial/ethnic group within each district. The two calculations used are:

$$\frac{\# \text{ SWD suspended/expelled } > 10 \text{ days from specific race/ethnic group from specific LEA}}{\# \text{ SWD from specific race/ethnic group from specific LEA}}$$

The calculation above generates the percentage of SWD suspended/expelled from each race/ethnic group for each district. Then the rate ratio is generated using the above and the state average with the following calculation:

$$\frac{\text{LEA level s/e rate for each specific race/ethnicity (above results)}}{\text{Statewide average}}$$

For any race/ethnic category with a rate ratio of 2.0 or greater, that LEA was flagged for significant discrepancy and required to review associated policies, procedures, and practices. Note that for indicator 4B TDOE uses a minimum "N" size of 2 or more in the numerator (students within a specific race/ethnic group within the LEA that have been suspended/ expelled for greater than 10 days in a school year). This assures small LEAs with only one student suspended/expelled for greater than 10 days, will not be subjected to repeated annual reviews of their policies, procedures and practices resulting from just one student's suspension or expulsion.

Actual Target Data FFY 2011 (using 2010-2011 data)

4B (a). LEAs with Significant Discrepancy, by Race or Ethnicity*, in Rates of Suspension and Expulsion

Year	Total Number of LEAs**	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2011 (using 2010-2011 data)	136	8	5.9%

**Tennessee has chosen to include the total number of LEAs in the State in the denominator.

In FFY 2011, using data from FFY 2010, 8 of the 136 districts in the state (5.9%) were found to have suspended/expelled students with disabilities from one (or more) race/ethnic groups for more than 10 days at a rate ratio higher than 2.0. All race/ethnic groups (including two or more races) were calculated for each district.

However, after a review of the policies, procedures, and practices from these eight districts, the State did not find that any if the eight districts that had policies, procedures, or practices that contributed to the significant discrepancy. The State met its target of 0% of LEAs having a significant discrepancy in the rates of suspensions/expulsions by 1%.

4B (b). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.	Percent**
FFY 2011 (using 2010-2011 data)	136	0	0

Review of Policies, Procedures, and Practices:

TDOE reviews policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to ensure that these policies, procedures and practices comply with IDEA by requiring each LEA identified with one or more race/ethnic groups with a rate ratio of 2.0 or higher to provide data and information on their policies, procedures and practices through a Self-Assessment. The completed self-assessments are reviewed by TDOE staff and decisions are made as to whether noncompliance with IDEA exists according to the following criteria:

1. Provision of services as specified in the IEP
2. Consideration of culturally responsive behavior supports
3. Availability of an alternative school setting and criteria for required attendance
4. Available training for personnel in PBIS, including research-based practices and the three-tiered integrative model
5. Use of data for evaluating student needs for supports
6. Appropriateness of discipline referral procedures for all ethnic groups
7. Data reported based on TN Education Information System (EIS) business rules

Utilizing the criteria listed above, the eight (8) significantly discrepant LEAs were notified and given a prescribed time period to complete a Self-Assessment which incorporated a review of their policies, procedures and practices and a review of their data collection procedures. After a review of those LEAs Self-Assessments by TDOE staff no district was found to be significantly discrepant based on policies, procedures or practices. There were no findings of noncompliance issued.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011

In FFY 2011 eight districts had one or more significantly discrepant race/ethnic groups with a rate ratio over 2.0 compared to 11 districts in FFY 2010. TDOE saw an overall decrease in the rates of suspensions/expulsions greater than 10 days in many districts across the state. These changes are attributed to TDOE's efforts to a) make districts more cognizant of discipline alternatives, b) support more

PBIS initiatives, c) fund discretionary grants targeting reductions in suspensions, and d) the requirement that districts previously found significantly discrepant have spent internal staff time reviewing and submitting their policies, procedures, and practices (thus further increasing local district awareness).

Improvement Activities	Discussion of Improvement Activities
Provide LEAs with "How to" information on the use of differentiated instruction at any level by disseminating information on accessing culturally-appropriate strategies for students with IEPs.	<p>Progress was made on this activity through provision of resources regarding differentiated instruction to LEAs utilizing websites such as IRIS Center at http://iris.peabody.vanderbilt.edu/</p> <p>Continue activity</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
Further review and revise the process and instrumentation used to review policies, procedures, and practices.	FFY 2012	TDOE MSRRC

Correction of FFY 2010 Findings of Noncompliance

There were no instances of noncompliance in FFY 2010.

Actions Taken if Noncompliance Not Corrected

NA

Verification of Correction of FFY 2010 noncompliance (either timely or subsequent)

NA

Verification of Correction (either timely or subsequent)

NA

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: FAPE in the LRE

INDICATOR 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2011	<p>A) Increase to 60% the number of children with IEPs served inside the regular class 80% or more of the day.</p> <p>B) Decrease to 12% the number of children with IEPs served inside the regular class less than 40% of the day.</p> <p>C) Decrease the number of students served in separate facilities to 2.06%.</p>

Actual Target Data for FFY 2011

A. Children with IEPs served Inside the regular class 80% or more of the day: Target met

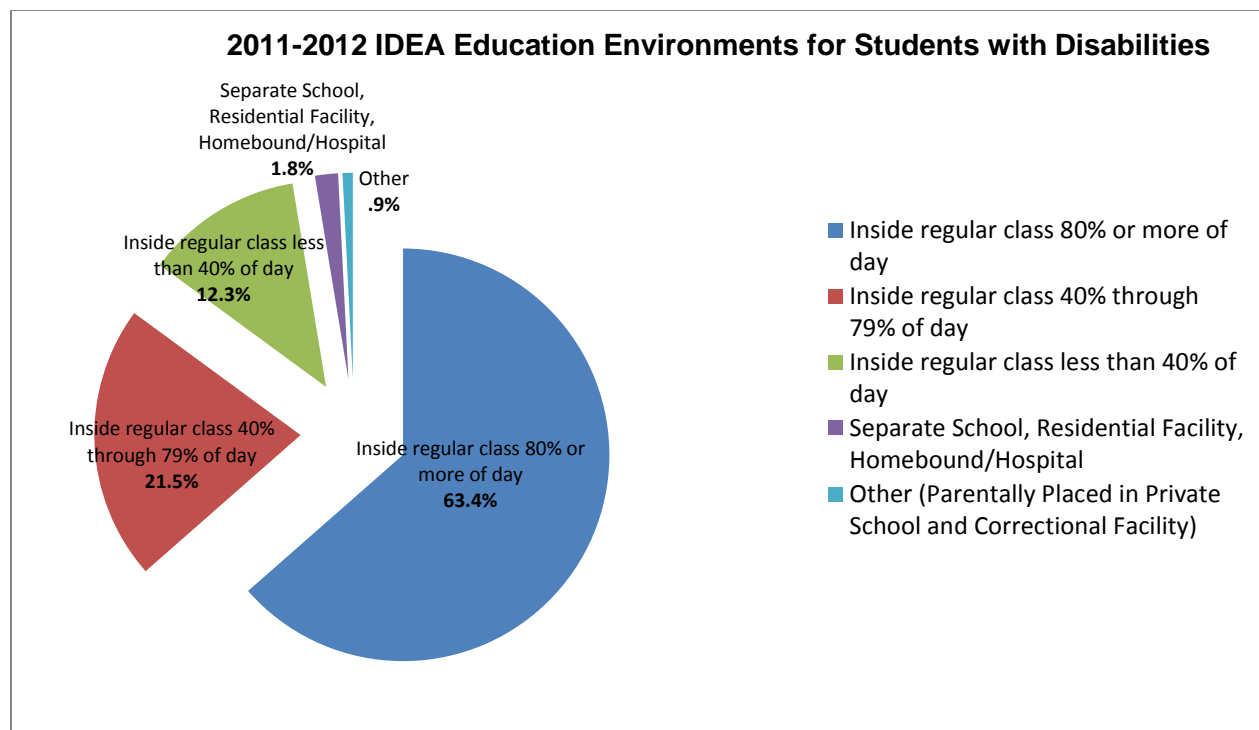
Children inside the regular class 80% or more of the day	Total number of children with disabilities	Percentage
70,141	110,689	63.4%

B. Children with IEPs served Inside the regular class less than 40% of the day: Target not met

Children inside the regular class less than 40% of the day	Total number of children with disabilities	Percentage
13,633	110,689	12.3%

C. Children with IEPs served in separate programs: Target met

Children in Separate Programs*	Total number of children with disabilities	Percentage
2,023	110,689	1.8%



* Children in separate programs include those receiving services in: separate public/private schools, public/private residential and homebound/hospital.

Source: Data from December 1, 2011 IDEA Child Count/Tennessee 2011-2012 EDFacts file C002

Review of statewide trend data from 2008-2011***5A. Inside the regular class 80% or more of the day (%)***

2008	2009	2010	2011
56.32%	59.15%	62.33%	63.39%

Based on a review of these statewide percentages, Tennessee continues to improve in ensuring students are placed in the least restrictive environment (LRE) 80% or more of the day.

5B. Inside the regular class less than 40% of the day (%)

2008	2009	2010	2011
13.52%	13.24%	12.64%	12.38%

Students placed in the general education environment less than 40% of the day continues to decrease. TDOE regularly reviews targets and improvement activities to ensure LRE requirements are considered.

5C. In separate schools, residential facilities, or homebound/hospital placements (%)

2008	2009	2010	2011
1.98%	1.77%	1.75%	1.87%

Based on a review of statewide trend data, students placed in separate schools, residential facilities, or homebound/hospital placements continue to maintain a steady rate as expected for this most restrictive type of placement.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

The data for the FFY 2011 school year was obtained from Table 3 of the December 1, 2011 Federal Census Report. Data reflect a high degree of year to year consistency as 63.4% of children with IEPs were served inside the regular class 80% or more of the day in both FFY 2010 and FFY 2011. The State target of 60% has been met and exceeded.

Data also reflect that in FFY 2011 for 5B, 12.3% of children with IEPs were served inside the regular class less than 40% of the day, compared to 12.4% last year. Even though there was incremental progress of decreasing (by one-tenth of one percent) the percentage of children served inside the regular class less than 40% of the day, the State target of 12% has not been met. This is the first year TDOE did not meet the 5B target. The target decrease (of .5% per year) was more than the actual decrease of .1% last year. TDOE will review these data, targets and improvement activities in FFY2012, especially as statewide RTI efforts begin in 2013-14. See revised improvement activity below.

Children served in combined separate programs, which includes separate public/private schools, public/private residential schools and homebound/hospital placements comprised 1.8% in FFY 2011 as compared to 1.9% of children served in FFY 2010. The state target of a decrease in the number of students served in separate facilities to 2.06% was met.

For FFY 2011, all 136 school districts are using the statewide special education data system for reporting student level data. This consistency of data reporting provides for a high level of confidence in data accuracy as these student level data come directly from the IEP information. Districts in the State strive to provide a continuum of placements based on the least restrictive environment.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
<p>Analyze placement data:</p> <p>TDOE will review and analyze placement data reported by school and districts of those LEAs awarded contracts to identify model demonstration sites using inclusionary methods and practices.</p>	<p>In FFY 2011, 22 school systems were awarded discretionary grants for inclusion.</p> <p>This activity will be revised.</p>
<p>Response to Intervention initiative</p> <p>TDOE will provide multiple methods of technical assistance and training to implement multi-tiered, school-wide academic (RTI) and behavioral (PBIS) supports to enhance the capacity of general and special educators to implement research-based practices that will increase student access to the general education curriculum at grade level.</p>	<p>The RTI initiative ties to educational environments by encouraging LEAs to use RTI. This could lead to a decrease in the percentage of identified students. By lowering the number of students identified, more students would remain in the least restrictive environment.</p> <p>TDOE, via the State Personnel Development Grant (SPDG) sponsored the National PBIS Center for a one day pre-conference summit February 14, 2012 with all state-level RTI and PBIS university service providers. The focus of the training was aligning multi-tiered systems of support for struggling learners.</p> <p>The three regional SPDG RTI school consultants provided RTI Literacy professional development to 3,592 participants in 32 school districts across the three grand divisions of Tennessee. During this reporting period, SPDG consultants provided PD to more districts and school personnel than in the previous year (24 districts and 1,674 personnel in FFY 2010). In addition to providing PD within school districts, SPDG staff also provided training at various conferences to 611 participants statewide.</p> <p>Positive Behavioral Interventions and Supports (PBIS) and Inclusion professional development and technical assistance is provided to districts by six institutes of higher education, namely East TN State University, Middle TN State University, TN Technology University, Vanderbilt University, University of Memphis, and University of TN – Knoxville. Collectively, these IHEs delivered PBIS and inclusion professional development and technical assistance services to 78 school districts across the State, as well as attended</p>

	<p>and presented at conferences at the local, State and national level. Their services are offered at no cost to LEAs and their schools, and include training and technical assistance in the Comprehensive Integrated 3 Tier model-academic, behavior, and social skills at the preventive, supportive, and remedial levels.</p> <p>RTI – PBIS collaborative meetings are held to provide professional development on aligning multi-tiered levels of support in academics and behavior to maximize educational gains for ALL students.</p> <p>Progress made. See revision below.</p>
<p>Standards Based IEPs:</p> <p>TDOE will provide statewide trainings to LEAs on standards based IEPs to facilitate improved access to the general education curriculum and environment for students with disabilities.</p>	<p>Standards Based IEP training to LEAs provides practitioners the information needed to write quality IEPs thus serving as meaningful documents leading to improved learning outcomes for students with disabilities. In the standards based IEP, how the students have access to and participate in the general education curriculum is referenced in the student's present levels of performance statements and measurable annual goals and objectives. Better IEPs based on standards gives students with disabilities the same opportunities to reach high standards in the general education curriculum as their nondisabled peers and be assessed on their progress.</p> <p>TDOE personnel provided training and professional development statewide to 500 plus educators.</p> <p>TDOE provided training to State and LEA staff at regional conferences and staff meetings, as well as presented at the New Special Education Supervisors Institute, TN's Annual Special Education Conference and TN's Annual Educational Leadership Conference, to disseminate this critical information to education leaders at the State and local levels.</p> <p>TDOE personnel have completed the first draft of a standards based IEP rubric that will be used as a guidance tool.</p> <p>Regional trainings will be provided either in the three grand divisions or at the regional level.</p>

	<p>NOTE: Standards Based IEP training provides practitioners with information and strategies that enable teachers to write IEPs which include the learning standards that are taught to all students. With a standards based IEP, access to and participation in the general education curriculum is referenced in the student's present levels of performance, and the annual goals and objectives. The final outcome being greater access to the general curriculum and the general education environment.</p> <p>Progress made. Continue activity.</p>
<p>In order to more fully measure the enhanced capacity of educators trained, TDOE will collect data on best practices utilization through an electronic survey conducted at the end of the school year.</p>	<p>As a part of the evaluation process during the first year of the SPDG, the decision was made to replace one annual online survey with online surveys distributed a week after each PD activity to facilitate more immediate feedback. In addition, the intent was to create surveys that could be customized for each activity to provide more detailed evaluation data.</p> <p>Survey results collected from the PD events on inclusion indicate a slight increase in knowledge, utility and implementation variables.</p> <p>Source of updated information in the RTI Initiative is the 2012 SPDG Annual Performance report submitted to OSEP May 4, 2012.</p> <p>This data does not provide usable information for improvement. Discontinue activity.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
<p>Preliminary efforts to analyze grantee data received resulted in a need for the TDOE to modify the data collection process in order to attain accurate and usable data.</p> <p>LEAs receiving grants for inclusion/LRE improvement will receive a new data collection tool to be developed in 2012-13 for utilization in 2013-14. TDOE staff will review data collected, using the new tool, to determine if inclusion improvements are evident. LEAs with significant gains will be invited to share their practices. TDOE will then distribute these practices statewide.</p>	Begin 2012-13 and ongoing	TDOE staff LEA staff
<p>The <i>RTI initiative</i> ties to educational environments by encouraging LEAs to utilize the RTI process. Properly implemented, these interventions could lead to a decrease in the number of students identified as disabled. By lowering this number more students remain in general education settings.</p> <p>TDOE will provide periodic progress updates on the newly established task force to address the statewide initiative for use of Responsive to Intervention (RTI) program as the primary tool for the identification of students in the category of Specific Learning Disability.</p>	Begin 2012-13 and ongoing	TDOE staff LEA staff
In order to better define inclusive educational environments, TDOE is partnering with Lipscomb University for the 2012-13 school year to have three doctoral candidates conduct research on inclusive practices. Results will be reported in the next APR.	2012-13 School Year	TDOE Staff Lipscomb Doctoral Students
TDOE will review targets with its stakeholder group, including representation from the TDOE RTI task force, to examine trends and address the differential between education environments data and actual targets.	2012-13 School Year	TDOE staff LEA staff State Advisory Council

See State Performance Plan (SPP) for FFY11. First time reported.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: FAPE in the LRE

INDICATOR 6: PERCENT OF CHILDREN AGED 3 THROUGH 5 WITH IEPs ATTENDING A:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2011	

Baseline Data for FFY 2011:

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: FAPE in the LRE

INDICATOR 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Overview of Issue/Description of System or Process: Updated FFY 2011

All 136 LEAs in Tennessee are collecting Early Childhood Outcomes (ECO) entrance and exit data utilizing the Early Childhood Outcomes (ECO) Child Outcomes Summary Form (COSF) and the state data base (Easy IEP). The data collection page in the state database reflects all areas on the COSF. The state data base is updated as needed to improve data collection, reporting and analysis. Tennessee Department of Education (TDOE) Early Childhood IDEA Programs (ECIP) staff continues to seek training and technical assistance from the Early Childhood Outcomes Center and the Early Childhood Technical Assistance Center (ECTA) to implement changes and practices based on this guidance. In addition, ECIP staff provides technical assistance and training to LEAs as needed or requested.

Measurement:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
- C. Use of appropriate behaviors to meet their needs:

Progress categories for A., B., and C.

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2010 and FFY 2011 reporting):

Summary Statement 1: Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1: Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Measurable and Rigorous Targets

Summary Statements	Actual FFY 2010 (% of children)	Actual FFY 2011 (% of children)	Targets FFY 2011 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)			
1. Of those children who entered or exited the program below age-expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	90.8%	90.0%	92.2%
2. The percent of children who were functioning within age-expectations in Outcome A by the time they exited the program.	61.3%	59.5%	57.9%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy):			
1. Of those children who entered or exited the program below age-expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	89.4%	88.9%	90.0%
2. The percent of children who were functioning within age-expectations in Outcome B by the time they exited the program.	59.2%	56.9%	56.2%
Outcome C: Use of appropriate behaviors to meet their needs			

1. Of those children who entered or exited the program below age-expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	91.3%	89.6%	93.1%
2. The percent of children who were functioning within age-expectations in Outcome C by the time they exited the program.	71.1%	69.2%	68.5%

Actual Target (progress) Data for Preschool Children FFY 2011

A. Positive social-emotional skills (including social relationships):	Actual FFY 2011-2012 (# and % of children)		Actual FFY 2010-2011 (# and % of children)	
a. Percent of children who did not improve functioning.	36	0.9%	20	1%
b. Percent of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	293	7.4%	168	7%
c. Percent of children who improved functioning to a level nearer to same-aged peers, but did not reach it.	1269	32.2%	763	31%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	1701	43.1%	1084	44%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	645	16.4%	425	17%
Total	N=3944	100%	N = 2460	100%

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Actual FFY 2011-2012 (# and % of children)		Actual FFY 2010-2011 (# and % of children)	
a. Percent of children who did not improve functioning.	30	0.8%	30	1%
b. Percent of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	335	8.5%	187	8%
c. Percent of children who improved functioning to a level nearer to same-aged peers, but did not reach it.	1334	33.9%	787	32%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	1584	40.2%	1041	42%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	657	16.7%	415	17%
Total	N=3940	100%	N =2460	100%

C. Use of appropriate behaviors to meet their needs:	Actual FFY 2011-2012 (# and % of children)		Actual FFY 2010-2011 (# and % of children)	
a. Percent of children who did not improve functioning.	38	0.9%	23	1%
b. Percent of children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers.	263	6.7%	132	5%
c. Percent of children who improved functioning to a level nearer to same-aged peers, but did not reach it.	904	23.1%	556	23%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	1691	43.2%	1075	44%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	1021	26.1%	674	27%
Total	N=3917	100%	N = 2460	100%

Discussion of Summary Statements and a—e Progress Data for FFY 2011

All LEAs were required to begin entering ECO data into the State data base (Easy IEP) July 1, 2009. As a result of data being reported in the State data base (Easy IEP), TDOE has the ability to review and drill down ECO data to conduct analyses at the state and local level. In addition, a comprehensive analysis of Tennessee's FFY 2011 ECO data was conducted through SRI International as part of the ENHANCE study focused on patterns and trends in state level Child Outcomes Summary (COS) data. The combination of state analysis and analysis provided through the ENHANCE study is summarized below.

Discussion of Summary Statements

TDOE established its baseline and targets in FFY 2009. TDOE reports the State exceeded three of its six targets (Outcome A, Summary Statement 2; Outcome B, Summary Statement 2; Outcome C, Summary Statement 2) based on ECO data collected for FFY 2011. Therefore, Tennessee is exceeding its targets for the percent of children who were functioning within age-expectations in all outcomes by the time they exited the program. Tennessee has identified this as a notable trend across time as it has exceeded the targets in this area for the last two fiscal years.

Tennessee did not meet its targets for three of the six targets (Outcome A, Summary Statement 1; Outcome B, Summary Statement 1; Outcome C, Summary Statement 1) based on the ECO data collected for FFY 2011. Targets were set in 2009 based on baseline data from a small N size (1128). As Tennessee continues to increase the number of children reported each fiscal year, we believe the percentages of children who substantially increased their rate of growth by the time they exited the program in all three outcomes more accurately reflect the growth of children in Tennessee. Tennessee is currently conducting further analyses on these data along with engaging stakeholders to discuss why there is a decrease in the percentage. The discussion includes topics such as how the number of children in the data set affects the percentages, the quality of data entered by Local Education Agencies (LEAs), and the types of children served in Tennessee to determine how these variables affect the percentages and trends.

Discussion of a-e Progress Data

The a-e progress data has been analyzed to compare data and determine trends from FFY 2010 to FFY 2011. This analysis across all three outcomes reveals that the percentage of 'a' has decreased from 1% for Outcome A, B, and C. These percentages correspond with TDOE's expectations as the percentage of students who did not improve functioning is anticipated to be extremely low. Another trend identified is the percentages for 'd' have remained the highest reported for the past two fiscal years, while the percentages for 'c' follow as the second highest. This also aligns with TDOE's expectations as the percentages of students who improved functioning to a level nearer to same aged peers, but did not

reach it and who improve functioning to reach a level comparable to same-aged peers is predicted to be the progress categories where the most growth is shown. However, Tennessee will continue to track data for these two progress categories statewide and at the local level to determine if the percentages correctly reflect the progress of students and if additional training of local programs is needed.

In addition, the percentages of 'b' and 'e' have closely aligned for the past two years. However, the percentages of 'e' for Outcome C are somewhat higher than the percentage of 'e' for Outcomes A and B. This trend has been noted for the past two years. This corresponds with TDOE's expectations as children typically maintain functioning at a level comparable to same-aged peers for Outcome C. TDOE staff will continue to track data for Outcome C at the state and local level, specifically focusing on children in category e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers. This continued analysis will be completed to determine if additional training of local programs is necessary and to determine if the percentages correctly reflect the progress of students.

TDOE will continue to examine these data and determine if this parallels appropriate expectations for the a-e categories. TDOE recognizes a need for continued technical assistance in drawing conclusions from data, in determining the validity of state targets established in FFY 2009, in utilizing data reports to analyze data at the state and local level, and in developing data analysis training for state and local staff as documented in the improvement activities for FFY 2012. In addition, Tennessee has identified a need for further analysis to determine the root cause for missing data in two areas: missing data on certain outcomes and missing data that was never collected for a child at entrance, exit, or both. It is evident from the variances in the N size for each outcome (Outcome A 3944, Outcome B=3940, Outcome C= 3916) that Tennessee is missing data on certain outcomes. In addition, TDOE has recognized the need for additional analysis to determine the reasons for missing exit data on children that have entrance data. TDOE has implemented improvements in the State data base (Easy IEP) to allow for comparisons of exit reasons for children and missing ECO exit data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
<p>Data will be shared from the Part C database (TEIDS) to the Part B database (Easy IEP) to include TEIS transition and early childhood outcomes data and specific to children transitioning from TEIS- to improve data quality. This activity is also designed to improve the quality of programs and services in order to enhance children's outcomes. TDOE anticipates improved data sharing will better facilitate quality transition steps and services.</p>	<p>Data sharing from Part C to Part B has been fully implemented and includes ECO data in order to enhance the early childhood transition process from Part C to Part B.</p> <p>This sharing of data has been integrated into a bi-monthly standard operating procedure; however, continued data analysis led to the need for further improvements in data sharing from the Part C database (TEIDS) to the Part B database (Easy IEP). TEIS ECO entrance data will be included in the bi-monthly import during FFY 2012-13.</p> <p>As this activity is standard operating procedure, it will be discontinued as an improvement activity.</p>

LEAs will be trained to run the ECO Report and verify data to improve the quality of data, programs, services, and children's outcomes.	<p>Progress has been made as updates were completed to the ECO report to help in data verification and analysis. Training and technical assistance continues to be provided to LEAs as needed or requested regarding how to run ECO Reports and verify data.</p> <p>As this activity is standard operating procedure, it will be discontinued as an improvement activity.</p>
<p>Addition of compliance symbols in the Part B database (Easy IEP) to improve the quantity and quality of Early Childhood Outcomes data.</p> <p>The compliance symbols will alert LEA staff to collect and enter ECO entrance and exit data for children. This will ensure that ECO data is entered for all children ages three through six.</p>	<p>Addition of the ECO compliance symbols in the Part B database to improve data quality and quantity was fully operational in September 2011.</p> <p>As this activity is standard operating procedure, it will be discontinued as an improvement activity.</p>
<p>Provide Early Childhood Outcomes Frequently Asked Questions document to reflect changes in procedures and implementation of compliance symbols.</p> <p>The dissemination of the ECO Frequently Asked Questions document to all LEAs will provide the opportunity for TDOE to clearly communicate information regarding the compliance symbols. This will further ensure that ECO data is entered for all children ages three through five.</p>	<p>The updated Early Childhood Outcomes Frequently Asked Questions document was updated throughout FFY 2011-12. However, the document was not finalized and disseminated to LEAs until October 2012.</p> <p>As this activity is standard operating procedure, it will be discontinued as an improvement activity.</p>
As the State's N size increases, TDOE will request technical assistance to develop strategies for future data analysis for annual performance reporting and for the development of meaningful improvement activities impacting early childhood outcomes and preschool programs.	<p>Technical assistance was requested from Mid-South Regional Resource Center (MSRRC) in November 2011. IDEA 619 Preschool and IDEA Part C state staff have participated in conference calls and face to face meetings with MSSRC personnel along with the National Early Childhood Technical Assistance Center (NECTAC) and Early Childhood Outcomes (ECO) staff. In addition, Tennessee is participating in the ENAHNCE study for analysis of ECO data.</p> <p>Progress made. Continue activity.</p>

Revisions, with Justification, to Proposed Targets (see SPP) / Improvement Activities / Timelines / Resources for FFY 2012

The state reviewed the effectiveness of SPP/APR Targets and Improvement Activities, including Timelines and Resources outlined in the State Performance Plan (SPP). As a result of the completion of previous activities and in an effort to improve results, TDOE adds the following improvement activities.

Activities	Timeline	Resources
<p>Pilot Program in one region to:</p> <ol style="list-style-type: none"> 1.) Utilize the Battelle Developmental Inventory -2 (BDI-2) evaluation tool as one component for ECO entrance discussions with families. 2.) Utilize BDI-2 z-scores along with the Early Childhood Outcomes (ECO) Center's crosswalk tool to help calibrate a consistent developmental anchoring point for discussions with families in determining ECO entrance ratings. 3.) Utilize Tennessee's Early Intervention System's (TEIS) (Part C) exit information for possible use in ECO entrance discussions and rating decisions: <ul style="list-style-type: none"> • BDI-2 exit evaluation • ECO exit ratings <p>Measures for determining Pilot outcome:</p> <ul style="list-style-type: none"> • Review data collections pre- and post- across TEIS and LEA's participating in the Pilot for increased consistency in TEIS exit and LEA entrance data collection as a result of using the BDI-2 as a component for ECO rating discussions. • Survey TEIS and LEA Pilot participants regarding usefulness and efficiency of processes utilizing: <ol style="list-style-type: none"> a) BDI-2 evaluation for assisting with ECO rating discussions; b) BDI-2 z-scores and ECO crosswalk tool as a developmental anchoring point for ECO discussions; and c) Sharing TEIS exit BDI-2 evaluations and ECO ratings as a possible resource for LEAs in ECO entrance data discussions. 	FFY 2012-13	Early Childhood IDEA Programs personnel, TEIS staff in the Northwest District (NW) office, 11 LEAs within the TEIS-NW District
<p>Develop and deliver joint statewide ECO training to TEIS and LEAs. Training development was informed by a statewide TEIS and LEA survey specific to ECO understanding and training needs along with a review of FFY 2010-2012 ECO data.</p> <p>Training will address:</p> <ul style="list-style-type: none"> • Purpose of data collection (closing student achievement gap and early childhood school readiness) • Determining quality ECO ratings • ECO data collection procedures 	FFY 2012-13	ECIP staff TEIS staff
<p>Share twice yearly data report with LEAs statewide addressing probable data entry issues such as early/late entry dates, impossible outcome scores, missing exit data, etc.</p>	FFY 2012-13	ECIP staff Statewide LEA staff PCG staff

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: FAPE in the LRE

INDICATOR 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = $\left[\frac{\text{(\# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities)}}{\text{(total \# of respondent parents of children with disabilities)}} \right] \times 100$.

FFY	Measurable and Rigorous Target
2011	<i>The percentage of parents reporting that the schools facilitated their involvement as a means of improving services and results for children with disabilities will be at least 97%</i>

Actual Target Data for FFY 2011

During FFY 2011 school year, the *Parent Survey* (as described in the State Performance Plan) was administered to all parents of students with disabilities ages 3 through 21 in 37 LEAs selected by the OSEP approved sampling by the Division of Special Education. The State's three largest LEAs participate in this survey each year. In FFY 2011 a total of 29,392 surveys were distributed to parents. There were 5,551 survey responses with usable data for a response rate of 18.9% (5,551/29,392). Item one on the survey queried parents regarding schools facilitation of parent involvement. Of the 5,482 parents responding to item one, 91.0% (4,989 /5,482) agreed that the schools facilitated their involvement as a means of improving services and results for children with disabilities. The State target of 97% was not met.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

The survey results revealed that parents are interested in what their children are doing on a daily basis in the school environment. These results might be attributed to the presence of increased coaching staff within the LEAs, trainings provided by TDOE, and partnership with the States' Parent Training and Information Center (STEP Inc.). One of the lowest areas was that schools were not offering enough training for parents regarding special education issues. TDOE is addressing this need through various improvement activities as documented in the activities section of this indicator.

TDOE contracts with East Tennessee State University (ETSU) to administer the survey through two different methods. The methods of soliciting parent surveys are described below:

1. Direct Email to Parents: Parents who had e-mail addresses were directly emailed and provided a URL to take the survey electronically. A letter from TDOE in both English and Spanish was attached explaining the survey. Alternatively, parents could choose to print, complete and return a hard copy of the survey to ETSU by US mail. An email was sent two additional times to remind parents to complete the survey.
2. Mailing of Survey Packets to Special Education Directors: Special Education Directors were mailed quantities of paper surveys with student name, district, school, and numeric identifier, with postage paid envelopes and letters to parents explaining the survey in English and Spanish. These were distributed to school principals who were asked to disseminate the surveys to students to be taken home to parents. A letter attached to the survey provided parents a URL as an alternate means of completion of the survey if they did not want to complete the hard copy.

Federal Fiscal Year	Parent Response Rate
Surveys Conducted by School Districts	
2006	33.0%
2007	28.2%
Surveys Conducted by State Contractor	
2008	15.3%
2009	18.5%
2010	17.9%
2011	18.9%

In FFY 2006 and FFY 2007, TDOE achieved higher response rates by sending the survey home to parents of all students. As this was conducted by LEA staff manually, the results may not have been as representative.

In FFY 2008 TDOE began utilizing three methods to distribute surveys (electronic, direct US mail, and take home surveys). A sampling of students was used instead of a census method and a lower response rate resulted. For FFY 2009 through FFY 2011, electronic and take home surveys continued to be utilized with minimal change in response rate.

The table on the next page provides summary representativeness data on all FFY 2011 *Parent Survey* respondents. The calculation, borrowed from the National Post-School Outcomes Center, compares the respondent pool of parents against the targeted group of parents. Did the respondents represent the entire group of parents that could have responded to the survey? The difference row compares the two proportions (target proportion against respondent proportion) by selected attributes including: child disability, child gender, and child minority race/ethnicity status. Cells in the difference row that are $> \pm 3\%$, indicate that the respondent group over or under represents the entire group of targeted respondents. For this *Parent Survey* parents of minority students were under represented in the respondent group (-4.9%) as were parents of children with learning disabilities (-5.1%). Parents of students from all other (non-listed) disability groups were over represented in the respondents (4.2%). It should be noted that representativeness of parents responding for minority and learning disabled students has improved since FFY 2010 reporting.

Note that this representation consists of parents of students with disabilities within the FFY 2011 sampling cycle, including the three largest school districts in the State (>50,000 students).

NPSO Response Totals	Overall	LD	ED	MR	AO	Female	Minority
Target Pool Totals	29,392	10,846	794	1,669	16,083	9,753	8,642
Respondents Totals	5,551	1,766	110	405	3,270	1,880	1,360
Target Pool Representation		36.9%	2.7%	5.7%	54.7%	33.2%	29.4%
Respondent Representation		31.8%	2.0%	7.3%	58.9%	33.9%	24.5%
Difference		-5.1%	-0.7%	1.6%	4.2%	0.69%	-4.9%

Note: Positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in **bold**.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
Require LEAs to develop an improvement plan as needed based on survey results. This plan should facilitate increased parent involvement in educational programs for children and could include training, general information, home learning activities, etc. using a tool such as a newsletter.	TDOE required each LEA to address the same 3 survey items for FFY 2011 (items 1, 7, and 8), instead of allowing LEAs to select their three least favorable response items on which to build their improvement plans. All LEAs submitted acceptable plans within required timelines. Progress made. Continue activity.
Partner with Tennessee Parent Information and Resource Center, STEP, Inc., which is the Tennessee PTI, in the development of improved statewide parental involvement activities/trainings, etc. This partnership to include customization of technical assistance and trainings for parents in selected LEAs based on actual survey results and the needs areas identified by those results.	The partnership with STEP, Inc. is continuing. Trainings were conducted in LEAs across the State which were customized to the specific needs of each LEA. Some of these trainings included: <ol style="list-style-type: none"> 1. Parent Leadership and Engagement activities with families in Chattanooga, Knoxville, and Mountain City. 2. Sessions for school personnel on how to engage families (Annual Special Education Conference). 3. Sessions on Parent Involvement (ETSU Early Childhood Conference). Progress made. Continue activity.

The TDOE will review improvement plans and keep on file to determine if survey response rates and results have increased once the four year survey cycle has rotated back to these LEAs. This will be done on a yearly basis with the 3 largest LEAs.	Plans have been reviewed and maintained. Progress made. Continue activity.
TDOE will periodically provide all LEAs with activities accumulated from collected improvement plans. These activities may provide LEAs with a source of successful improvement activities on which to base their future plans.	At the close of FFY 2010, all LEAs in the State were provided with a document which included selected improvement activities. These activities may be utilized by LEAs as needed or required following survey completion. Progress made. Continue activity.
The TDOE will maintain the same target percentage for survey question1 until that target can be accomplished over a 4 year cycle. TDOE has raised the percentage each year for question 1 and has not yet reached the target.	Target percentage maintained. Continue to attempt to reach or exceed target. Continue activity.
TDOE will reword selected survey questions before the next survey is administered to enhance respondent comprehension of questions. The goal of this activity will be to obtain more accurate survey responses/results.	Survey questions edited. New survey to be utilized in FFY 2012. Activity completed. Discontinue.
TDOE will accumulate LEAs written survey comments from parents (positive and negative) and send to the associated LEAs in order to make them more aware of specific concerns and modify on-going improvement activities as needed.	Activity completed at close of FFY 2010. Responses from LEAs indicate this to be a beneficial process. Progress made. Continue activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
None.		

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Disproportionality

INDICATOR 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100

Criteria (Definition) of Disproportionate Representation

Tennessee utilized the Westat spreadsheet for calculating both Relative Risk Ratio (RRR) and Weighted Risk Ratio (WRR) on district race and ethnicity data. With FFY 2011 data, the following methodology was used to calculate and examine data to determine disproportionate overrepresentation in special education .

Data Sources

The October 1, 2011 Enrollment data (from CCD, EDEN file N052) and December 1, 2011 IDEA Child Count data (from EasyIEP) were used in the disproportionate representation calculations for each of Tennessee's 136 school districts. When a district was found disproportionate, additional district data were accessed by the district to complete their self-assessment to determine if policies, procedures, and or practices resulted in inappropriate identification.

Both Relative Risk Ratios and Weighted Risk Ratios were generated for all LEAs based on the number of students receiving special education and related services in each LEA for reporting race/ethnicity categories of Hispanic/Latino, American Indian/Alaska Native, Asian, Black, Hawaiian/Pacific Islander, White and 2+ (multiple race/ethnicities).

Each school district was examined for the seven race/ethnicity student sub-groups to determine if the district's identification of students receiving special education and related services met each of the following three criteria:

- a. Both a relative risk ratio (RRR) and a weighted risk ratio (WRR) of 3.00 or higher;
- b. Student sub-group enrollments of all students that have a race/ethnicity *N* count equal to or greater than 50; and,
- c. A minimum special education child count of 45 students in the district receiving special education and related services. The *N* of 45 is the *N* used for adequate yearly progress (AYP) for student subgroups. It is found in Tennessee's NCLB Accountability Workbook (<http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf>) on page 28 which states: "In calculating AYP for student subgroups, 45 or more students must be included to assure high levels of reliability".

Districts that met the above criteria for one or more race/ethnicity subgroup had statistical disproportionate overrepresentation of students receiving special education in that race/ethnicity subgroup.

Districts that were found to have met the above criteria were considered to have statistical disproportionate overrepresentation of students receiving special education and related services in the race/ethnicity subgroup examined.

FFY	<i>Measurable and Rigorous Target</i>
2011	<i>The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in FFY 2011 will be 0%.</i>

LEAs that met the statistical criteria for disproportionate representation were required to conduct a self-assessment of policies, practices, and procedures and submit to the State for review. A team of Tennessee DOE personnel from the Office of Special Education reviewed and rated the LEAs self-assessments for compliance with appropriate identification policies, procedures and practices. Ratings were made independently by each team member for the six focus areas required in the self-assessment. All review ratings were based on the *TnREppSA Reviewer Guidelines*. The *TnREppSA Reviewer Guidelines* provide ratings of 4 (Exemplary), 3 (Adequate), 2 (Partially Adequate) and 1 (Inadequate). Any districts with a total rating of less than 3 (Adequate) were determined to have *disproportionate representation as the result of inappropriate identification*.

Actual Target Data for FFY 2011

In FFY 2011, two (2) districts were identified with disproportionate representation in one or more race/ethnicity subgroups of students receiving special education and related services based on the criteria. These districts were determined not to be disproportionate as the result of inappropriate identification. Therefore, in FFY 2011 through the examination of disproportionate representation data, 0 of Tennessee's 136 LEAs were identified with disproportionate representation of racial and ethnic groups in special education and related services as the result of inappropriate identification. The state met its target of 0%.

Racial Ethnic Sub-Group	Number of LEAs meeting N size for both enrollment by race/ethnicity and IDEA child count
Hispanic/Latino	96
American Indian/American Native	7
Asian	24
Black	96
Hawaiian/Pacific Islander	6
White	136
Two or more Race/Ethnicities	27

Districts with Disproportionate Representation of Student Racial and Ethnic Sub-Groups receiving Special Education and Related Services that was the Result of Inappropriate Identification

Year	Total Number of LEAs	Number of LEAs with Disproportionate Representation	Number of LEAs with Disproportionate Representation that was the Result of Inappropriate Identification	Percent of LEAs
FFY 2011 (2011-2012)	136	2	0	0.0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011
LEA Self-Assessment and Review of Practices, Policies and Procedures

In FFY 2011, there were two (2) districts with disproportionate representation. This data is documented below in the table below:

Table 1: Indicator 9—FFY 2011 LEA Count of Disproportionate Representation	
Race/Ethnicity	Overrepresentation
Hispanic/Latino	2
American Indian/Alaska Native	0
Asian	0
Black	0
Hawaiian/Pacific Islander	0
White	0
2+ (Multiple Race/Ethnicities)	0

The two districts identified with statistical disproportionate representation were required to conduct and submit to the TDOE a self-assessment of the district's policies, procedures, and practices for identification of children with disabilities as described in the *Tennessee Rubric for the Examination of Practices, Policies and Procedures Self-Assessment (TnREpppSA)*. This self-assessment was rated by a team of Special Education professionals and the results determine if the LEA's disproportionate representation was the result of inappropriate identification of the identified student sub-groups receiving special education and related services. Ratings were made independently by each team member for the six focus areas required in the self-assessment. All review ratings were based on the *TnREpppSA Reviewer Guidelines*. The *TnREpppSA Reviewer Guidelines* provide ratings of 4 (Exemplary), 3 (Adequate), 2 (Partially Adequate) and 1 (Inadequate). Any districts with a total rating of less than 3 (Adequate) were determined to have *disproportionate representation as the result of inappropriate identification*. The overall self-assessment ratings for the two LEAs identified with disproportionate representation in special education and related services were 3.8 (Adequate) and 4 (Exemplary).

When a LEA is determined to have disproportionate overrepresentation as the result of inappropriate identification, it is required to correct the noncompliance, including revisions of deficient policies, procedures and practices. The *Process Description*, the *TnREpppSA* and *TnREpppSA Reviewer Scoring*

Guidelines as well as other documents developed for disproportionality are located online at http://www.tn.gov/education/speced/monitor_compl.shtml.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
Conduct an internal review of the statistical process and data analysis incorporating trend analysis of statistical disproportionate representation over the last five years in order to adjust, if needed, the efficacy of the criteria for disproportionate representation (e.g., Weighted Risk Ratio and Relative Risk Ratio values).	Activity modified. See revision below.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resource
TDOE will consider incorporating up to 3 years of B9 and B10 data into the LEA determination rubric. Determination rubric and process is scheduled to be revised Spring 2013.	FFY2012	TDOE Staff
Review the TnREppp SA (self-assessment) to consider possible revisions. The current TnREppp SA contains items that may not be fully relevant to each of the six focus areas. This consideration is based on utilization of the instrument over the last several reporting periods.	FFY2012	TDOE Staff

Correction of FFY 2010 Findings of Noncompliance (if State did not report 0%)

There were no findings of non-compliance for FFY10.

Actions Taken if Noncompliance Not Corrected

NA

Verification of Correction of FFY 2010 noncompliance (either timely or subsequent)

NA

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010

NA

NA

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Disproportionality

INDICATOR 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Criteria (Definition) of Disproportionate Representation

Tennessee utilized the Westat spreadsheet for calculating both Relative Risk Ratio and Weighted Risk Ratio on district race and ethnicity data. With FFY 2011, data the following methodology was used to calculate and examine data to determine disproportionate overrepresentation in the six identified high incidence disabilities of intellectual disabilities, specific learning disabilities, emotional disturbance, speech and language impairments, other health impairments and autism.

Data Sources The October 1, 2011 Enrollment data (from CCD, EDEN file N052) and December 1, 2011 IDEA Child Count data (from EasyIEP) were used in the disproportionate representation calculations for each of Tennessee's 136 school districts and 4 State Special Schools (140 LEAs). When a district was found disproportionate, additional district data were accessed by the district to complete their self-assessment to determine if policies, procedures, and or practices resulted in inappropriate identification.

Both Relative Risk Ratios and Weighted Risk Ratios were generated for each LEA based on the number of students receiving services in each of the six disability categories in each LEA for the reporting race/ethnicity categories of Hispanic/Latino, American Indian/Alaska Native, Asian, Black, Hawaiian/Pacific Islander, White and 2+ (multiple race/ethnicities).

Each school district was examined for the seven student sub-groups to determine if the district's identification of students in the six high incidence disability categories met each of the following criteria:

- a. Both a relative risk ratio (RRR) and a weighted risk ratio (WRR) of 3 or higher;
- b. Student sub-group enrollments of all students that have a race/ethnicity N count equal to or greater than 50; and
- c. A minimum special education child count of 20 for each of the examined disability categories.

Districts that met the above criteria for one or more subgroup had statistical disproportionate overrepresentation in the identified disability category for the race/ethnicity sub-group examined.

FFY	Measurable and Rigorous Target
2011	<i>The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Intellectual Disabilities, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in FFY 2011 will be 0%</i>

Actual Target Data for FFY 2011LEA Self-Assessment and Review of Practices, Policies and Procedures

In FFY 2011, fifty-three (53) subgroups with disproportionate representation were found in forty (40) LEAs. The 40 districts identified with statistical disproportionate representation were required to conduct and submit to the TDOE a self-assessment of the district's policies, procedures, and practices for identification of children with disabilities as described in the *Tennessee Rubric for the Examination of Practices, Policies and Procedures Self-Assessment (TnREppSA)*. This self-assessment was rated by a team of Special Education professionals and the results determine if the LEA's disproportionate representation was the result of inappropriate identification of the identified student sub-groups in the targeted disability categories. Based on their self-assessment ratings, all 40 districts were determined not to be disproportionate *as the result of inappropriate identification*. Therefore, in FFY 2011 through the examination of disproportionate representation data, 0 of Tennessee's 140 LEAs were identified with disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification. The State met its target of 0%.

The number of LEAs who met the minimum N size of ≥ 50 students in each race/ethnicity category and the minimum IDEA Child Count of ≥ 20 students for each examined disability category are shown below:

Number of LEAs Included in the Analysis per Area of Disability						
	AUT	EMD	ID	OHI	SLD	SLI
	74	110	62	42	6	7

FFY 2011 LEA Count of Disproportionate Representation						
Race/Ethnicity	AUT	EMD	ID	OHI	SLD	SLI
Hispanic/Latino	3	0	4	0	1	1
American Indian/Alaska Native	0	3	0	1	0	1
Asian	3	0	0	0	0	1
Black	1	2	6	1	1	1
Hawaiian/Pacific Islander	0	1	0	0	0	0
White	3	0	4	3	1	3
2+ (Multiple Race/Ethnicities)	1	3	1	3	0	0

Districts with Disproportionate Representation of Student Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

Year	Total Number of LEAs	Number of LEAs with Disproportionate Representation	Number of LEAs with Disproportionate Representation that was the Result of Inappropriate Identification	Percent of LEAs
FFY 2011 (2011--2012)	136	40	0	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011
Self-Assessment Process Description: Determination of Disproportionate Representation as the Result of Inappropriate Identification

LEAs that met the statistical criteria for disproportionate representation were required to conduct a self-assessment of policies, practices, and procedures and submit to the State for review. A team of Tennessee DOE personnel from the Office of Special Education reviewed and rated the LEAs self-assessments for compliance with appropriate identification policies, procedures and practices. All review ratings were based on the *TnREpppSA Reviewer Guidelines*. The *TnREpppSA Reviewer Guidelines* provide ratings of 4 (Exemplary), 3 (Adequate), 2 (Partially Adequate) and 1 (Inadequate). Any district with a total rating of less than Adequate are determined to have *disproportionate representation as the result of inappropriate identification*. Twenty (20) districts with disproportionate representation of racial and ethnic groups in specific disability categories received an overall self-assessment rating of Exemplary or 4 while twenty (20) districts received an overall self-assessment rating of Adequate or 3 (3.0-4.0).

When a LEA is determined to have disproportionate overrepresentation as the result of inappropriate identification, it is required to correct the noncompliance, including revisions of deficient policies, procedures and practices. The *Process Description*, the *TnREpppSA* and *TnREpppSA Reviewer Scoring Guidelines* as well as other documents developed for disproportionality located online at http://www.tn.gov/education/speced/monitor_compl.shtml.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
Conduct an internal review of the statistical process and data analysis incorporating trend analysis of statistical disproportionate representation over the last five years in order to adjust, if needed, the efficacy of the criteria for disproportionate representation (e.g., Weighted Risk Ratio and Relative Risk Ratio values).	See Indicator B9.

Revisions, with Justification, to Proposed Targets (see SPP) / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resource
See Indicator B9		

Correction of FFY 2010 Findings of Noncompliance (if State did not report 0%)

There were no findings of non-compliance for FFY10.

Actions Taken if Noncompliance Not Corrected

NA

Verification of Correction of FFY 2010 noncompliance (either timely or subsequent)

NA

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010

NA

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Effective General Supervision Part B / Child Find

INDICATOR 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
 - b. # of children whose evaluations were completed within 60 days (or State-established timeline).
- Account for children included in a. but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2011	100%

Actual Target Data for FFY 2011

- a. # of children for whom parental consent to evaluate was received
(24,335 – 532 acceptable delays) = 23,803
 - b. # of children whose evaluations were completed within 60 days (or State-established timeline)
= 23,302
- 23,302 / (24,335 – 532) = 97.9%**

Method Used to Collect Data

TDOE collected data on initial consent for eligibility determination on all students with signed consent forms during FFY 2011 (July 1, 2011 – June 30, 2012). Data were collected from the State data collection system (EasyIEP). Data were collected on all of Tennessee's 136 LEAs. The following specific student level data were obtained through the State data collection system:

- Student name
- District
- Date of initial consent for eligibility determination
- Date of eligibility determination
- Eligibility determination (eligible or ineligible)
- Days from date of initial parent consent to date of eligibility determination

Where applicable, the following were also collected:

- Number of days over 40 school day timeline
- Reasons for the delay

FFY 2011 was the third year these student level data were collected through the State data collection system. Upon initial review of the data, some individual districts were contacted to confirm and in some cases provide what appeared to be missing data (e.g., some districts initially failed to “close” records of students found ineligible).

Children Evaluated Within 60 Days (or State-established timeline)

The total number of students initially referred to special education was 24,335 in FFY 2011. For 23,302 of those students, their evaluations (eligibility determinations in Tennessee) were completed within the State-established timeline of 40 school days. Of the 24,335 students, 532 had delays deemed acceptable by IDEA or were granted extensions through Tennessee Rules and Regulations. These 532 are excluded from both the numerator and denominator in the calculation used to determine the percent of students provided timely child find. The revised numbers for the calculation are shown in the table below:

a. Number of children for whom parental consent to evaluate was received	23,803
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	23,302
c. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	97.9%

Children Excluded from Numerator and Denominator

532 delays were acceptable or approvable based on IDEA and/or Tennessee Rules and Regulations. The table below notes the specific reasons for these 532 exclusions and the number excluded:

<p>IDEA statute §300.301: Initial evaluations</p> <p>(d) Exception. The timeframe described in paragraph (c)(1) of this section does not apply to a public agency if—</p> <p>(1) The parent of a child repeatedly fails or refuses to produce the child for the evaluation;</p> <p>or</p> <p>(2) A child enrolls in a school of another public agency after the relevant timeframe in paragraph (c)(1) of this section has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability under §300.8.</p> <p>(e) The exception in paragraph (d)(2) of this section applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed. (Authority: 20 U.S.C. 1414(a))</p>	173
Tennessee Rules and Regulations permit the use of an <i>Evaluation, Eligibility, Placement Timeline Extension Request</i> process whereby districts may seek approval to extend the 40 school day evaluation timeline based on acceptable reasons for delay. Acceptable reasons for delay have been expanded based on the exceptions outlined in IDEA as well as State Board of Education Policy.	359
Excluded from numerator and denominator	532

Range of Days Beyond Timeline and Reasons for Delays

A total of 1033 students (24,335 – 23,302) did not have their eligibility determinations and placement completed within the Tennessee required 40 school days. The days beyond the timeline ranged from 1 to 184 days.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011

For FFY 2011, TDOE did not meet the rigorous target of 100% compliance. In FFY 2010, TDOE reported that 95.3% of its students were evaluated within State-established timeline. In FFY 2011, however, TDOE observed a 2.6% increase from 95.3% to 97.9%. This increase is likely attributed to the improvement of the data cleaning process. Specifically, within the Prong 1 correction process, it was determined that the report used to identify referrals that exceeded the 40-school day evaluation timeline captured information specific to out-of-state transfer students incorrectly. Through analysis, these records were found and corrected. Several additional “bugs” were identified and have been corrected by the vendor of the data management system.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
Online training of LEAs on components of the evaluation/eligibility process and timelines for completion	All 100 LEAs cited for non-compliance in FFY2010 completed the online training. Progress is evident by the fact that all Prong 2 reviews resulted in 100% compliance for all LEAs. Continue activity.
Ongoing verification activities to look at trends and identify districts with chronic noncompliance	TDOE staff have identified districts with chronic noncompliance and have required focused technical assistance. Continue activity.
Further investigate data by comprehensive examination to the LEA level and finding LEAs that are incorrectly inputting data into data collection system. LEAs will be contacted and the TDOE will work with the LEA to identify problems. The LEA will be required to address their solution in a Corrective Action Plan.	TDOE has recently established decision rules regarding non-eligibility events and data verification of inputs into the data system when districts close student referrals. With the implementation of these rules, this process is standard operating procedure and will be discontinued as an improvement activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
Based on the reporting errors observed within the data management system, TDOE will work with the vendor of the state data management system to improve the efficacy of the report used to track referrals to include associating transfer records with the correct district.	FFY2012	TDOE Staff and Vendor Staff
TDOE is currently working with the vendor of the data management system to change the business rules of the report to pull based on the evaluation due date rather than the date of initial consent.	FFY2012	TDOE Staff and Vendor Staff

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 95.3%.

	LEAs
1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	100
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	100
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected

TDOE has verified correction for all FFY 2010 findings of noncompliance.

Verification of Correction of FFY 2010 noncompliance (either timely or subsequent)

TDOE has verified correction for all FFY 2010 findings of noncompliance.

Describe the actions the State took to verify the correction of findings of noncompliance identified in FFY 2010

TDOE conducted the following activities to verify FFY 2010 findings of noncompliance were corrected.

Prong 1 Verification Activities (Correction of Student Level Noncompliance)

In FFY 2009, the State level data collection system was modified to collect the data necessary to determine timely evaluation. This same data system was used to follow up on all instances of FFY 2010 student level noncompliance—instances where the eligibility determination exceeded State timelines. TDOE initially provided districts with found noncompliance a listing of their FFY 2010 students where initial eligibility was late and still open (eligibility not yet determined). These LEAs were required to research individual students and update the data system if the eligibility determination had been made (with the corresponding reason for delay). In the case of students where eligibility determination was still pending, LEAs were required to determine eligibility as soon as possible. In all 1004 instances, the evaluation (eligibility determination) was completed for children whose initial evaluation was not timely (except where a child was no longer within the jurisdiction of the LEA). All evaluations were completed within 365 days of the notification of noncompliance.

Prong 2 Verification Activities (Verification of Correct Implementation of Regulatory Requirements)

For those 100 LEAs with one or more of the 1004 late student evaluations during FFY 2010, TDOE staff conducted data pulls of Written Parental Permissions signed in FFY 2011 to determine 100% compliance. TDOE looked at additional initial referrals from each of these 100 LEAs. For LEAs with less than 500 initial referrals for eligibility in FFY 2010, TDOE required they demonstrate 100% compliance for initial eligibility determinations for a minimum of 30 consecutive days in FFY 2011. For districts with more than 500 initial referrals for eligibility in FFY 2010, TDOE required they demonstrate 100% compliance for initial eligibility determinations for a minimum of 10 consecutive days in FFY 2011.

After TDOE verified that the LEA was 100% compliant for at least a 30-day or 10-day time period and that all student level noncompliance from FFY 2010 had been corrected (Prong 1), the finding was closed and the LEA was notified.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Effective General Supervision Part B – Effective Transition

INDICATOR 12: Part C to B Transition: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Measurement

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays

Account for children included in a. but not included in b., c. or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d - e)] times 100.

98.5%= [(1425) divided by (2100 – 126 – 249 -- 278)] times 100.

FFY	Measurable and Rigorous Target
2011	<p><i>100% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.</i></p> <p><i>Measurement = C (Eligible) DIVIDED BY [A (Total) MINUS B (Not Eligible) MINUS D (Parent Refusal)] TIMES 100.</i></p> <ul style="list-style-type: none"> <i>a. All children who have been served in Part C will be referred to Part B for eligibility determination.</i> <i>b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.</i> <i>c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained.</i> <i>d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.</i> <i>e. All children who were referred to Part C less than 90 days before their third birthdays.</i>

Actual Target Data for FFY 2011

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2100
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	126
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1425
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	249
e. # of children who were referred to Part C less than 90 days before their third birthdays.	278
# in a but not in b, c, d, or e.	22
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. Percent = $[(c) / (a-b-d-e)] * 100$	98.5%

98.5 % of children referred by Part C prior to age 3 and who were found eligible for Part B had an IEP developed and implemented by their third birthdays.

There were 22 children who were served in Part C and referred to Part B who were found eligible and did not have an IEP developed and implemented by their third birthdays due to system reasons. As a result, 12 LEAs were issued findings of noncompliance relative to Indicator 12 for FFY 2011. These findings will be addressed in the FFY 2012 APR. Whenever noncompliance is found it is corrected at the student level (i.e. IEP developed though late) and the review of additional data occurs to assure correct implementation of regulatory requirements. Data collection requests, required technical assistance and/or training, and submission of an Early Childhood Transition Plan may be required from LEAs when noncompliance is found.

The system reasons identified for untimely IEPs include lack of early childhood transition procedures/processes at the LEA level, LEA staff not aware of requirements, appropriate LEA staff not available for evaluations or IEP meetings, and children turning three during the summer or on holidays. In addition, documented exceptional family circumstances for delay in timely IEP development include family's preferred scheduling, child/family sickness, and families who have moved, could not be located, or changed their minds regarding evaluation or services.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011

TDOE identifies progress of 0.1% from FFY 2010. The number of LEAs issued a finding of noncompliance relative to Indicator 12 increased from eight out of 136 LEAs to 12 out of 136 LEAs. The number of children identified as having an untimely IEP did increase from 21 in FFY 2010 to 22 for FFY 2011. Only two of the 12 LEAs had more than two students with untimely IEPs in FFY 2011.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
<p>Data will be pulled quarterly for LEAs that were issued findings of noncompliance.</p>	<p>Progress continues to be made as these data were pulled quarterly for a monthly review of additional data for all eight LEAs with findings for FFY 2010. The state verified that all 8 LEAs with noncompliance for FFY 2010 are correctly implementing 34 CFR 300.124(b) (i.e. achieved 100% compliance) based on a review of updated data collected through the Part B state data system (Easy IEP). In addition, technical assistance was provided to the LEAs as data were analyzed to determine trends.</p> <p>As this is now integrated into standard operating procedure, it will be discontinued as an improvement activity.</p>
<p>Implement data sharing from Part C database (TEIDS) to Part B database (Easy IEP) to include compliance symbols specific to children transitioning from TEIS to improve data quality. These symbols alert LEAs of children potentially eligible for Part B.</p>	<p>Data sharing from the Part C database (TEIDS) to Part B database (Easy IEP) to include the compliance symbols specific to children transitioning from TEIS to improve data quality was fully implemented September 2011.</p> <p>As this is now integrated into standard operating procedure, it will be discontinued as an improvement activity.</p>
<p>Deliver three regional trainings for LEA and TEIS leadership staff focused on Early Childhood Transition. The three regional trainings provide the opportunity for TDOE staff to communicate new processes and procedures developed as a result of guidance from the Early Childhood Transition FAQ. Aligning procedures and processes statewide improves compliance with early childhood transition requirements.</p>	<p>The three regional trainings for LEA and TEIS staff were completed by October 31, 2011.</p> <p>As this is now integrated into standard operating procedure, it will be discontinued as an improvement activity.</p>
<p>A state level Early Childhood Transition Frequently Asked Questions (FAQ) document will be developed to assist LEAs with regulations and procedures related to Part C to B transition. Aligning procedures and processes statewide improves compliance with early childhood transition requirements.</p>	<p>The first draft of the Early Childhood Transition Frequently Asked Questions (FAQ) document was completed by June 30, 2011. However, further revisions and additions of content were determined to be needed based on discrepancies found during data analysis. The Early Childhood Transition FAQ document will be finalized during FFY 2012 and provided to LEAs.</p> <p>Progress made. Continue activity.</p>

As IDEA 2004, Part C Regulations were published September 2011; an interagency agreement between Part C and Part B, 619 relative to early childhood transition will be developed. Completion of the interagency agreement between Part C and Part B, 619 will meet the requirements outlined in the Part C regulations and ensure that procedures and processes relative to early childhood transition in Tennessee are established and followed.	The Early Childhood Intra-Agency Agreement Between Part C, Tennessee's Early Intervention System (TEIS) and IDEA 619 Special Education Preschool Program within the Tennessee Department of Education was provided to LEAs on June 29, 2012. As this is now integrated into standard operating procedure, it will be discontinued as an improvement activity.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Improvement Activity	Timeline	Resources
NONE		

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2010 APR)

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: **98.3%**

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	8
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	8
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected

TDOE has verified correction for all FFY 2010 findings of noncompliance.

Verification of Correction (either timely or subsequent)

Data were collected for the entire reporting year from all 136 LEAs in the state for FFY 2010. There were 21 children who were served in Part C and referred to Part B who were found eligible and did not have an IEP developed and implemented by their third birthday due to system reasons. As a result, eight LEAs with findings of noncompliance relative to Indicator 12 were identified for FFY 2011.

Prong 1-TDOE verified that each LEA with noncompliance for FFY 2010 developed and implemented the IEP, although late, for all 21 children for whom implementation of the IEP was not timely. The data pulled annually from the Part B state data base (Easy IEP) identified the date in which the IEP was developed. This information was reviewed and verified by the ECIP State Data Manager and the IDEA 619 Coordinator.

Prong 2--For prong two subsequent review of additional data, the state determined that all eight LEAs with noncompliance for FFY 2010 were subsequently correctly implementing 34 CFR 300.124(b). Monthly data were pulled from the Part C state data base (Tennessee's Early Intervention Data System) and the Part B state data base (Easy IEP). These data were collected, merged, compared, and analyzed into a unified data table for the monthly report to determine if the LEA showed any children who had an untimely IEP. Through the monthly subsequent data review process, TDOE verified that all eight LEAs achieved 100% compliance in the review of additional data and were correctly implementing the regulatory requirements for Indicator 12 in a timely manner.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Effective General Supervision Part B / Effective Transition

INDICATOR 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2011	100%

Actual Target Data for FFY 2011

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2011	188	164	87.2%

Based on the requirements of this indicator, 188 student transition plans were reviewed during FFY 2011 in 31 LEAs. Plans were reviewed for compliance against seven requirements for appropriate transition planning. TDOE did not meet its target of 100%. However, 164 of the 188 plans reviewed or 87.2% did

meet the secondary goals and transition services requirements. None of the seven requirements was rated below 90%.

The sample size was determined by the size of the district to ensure a representative number of students with IEPs that had transition plans were reviewed.

FFY2011 data were collected on-site by TDOE compliance monitors. Data were entered into the Web-Based Compliance Monitoring System (WBMS) and reviewed with LEA personnel at an exit conference.

Review item	N	Yes	No	Percentage
Annual IEP Goals	188	188	0	100.0%
Age-Appropriate Transition Assessment	188	188	0	100.0%
Activities and Strategies	188	187	1	99.4%
Agency Invitation to Meeting	188	186	2	98.9%
Age –Appropriate Measurable Post-Secondary Goals	188	186	2	98.9%
Course of Study	188	181	7	96.3%
Student Invitation to Meeting	188	171	17	91.0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011

TDOE progressed from 73.3% in FFY2010 to 87.2% in FFY2011. The monitoring revealed improvement in all seven individual components with no component rated less than 90% compliant. The two areas that need the most attention are Student Invitation to the Meeting and Course of Study. Eighteen LEAs monitored in FFY2011 were 100% compliant.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
In order to determine if earlier training is effective the TDOE will analyze compliance monitoring findings to determine if earlier access to TOPS training resulted in improved transition plans.	<p>Trainings were held March 28, 30, and April 1, 2011 before spring IEP team meetings and resulted in an increase of 13.9 percentage points on TDOE compliance monitoring of transition plans.</p> <p>Live training ended in June, 2011. A set of transition videos are available on the website, Transition Planning Resources at Keene State College. LEAs can use the videos for pre-service and in-service training. The videos cover all seven components of transition planning and offer written material and resources to accompany the videos.</p> <p>It has been determined that this training content was effective in improving transition planning.</p> <p>Activity complete.</p>
Because many of the new Special Education Supervisors have not yet received training in the specific	The new Special Education Supervisors Institute was held on October 4, 2011. A Power Point presentation on transition requirements was completed and presented to 27 new

requirements of Indicator 13, the TDOE Transition Coordinators will prepare a Power Point presentation on Indicator 13 requirements and share with newly installed Special Education Supervisors at the New Special Education Supervisors one-day training.	<p>supervisors.</p> <p>This process is standard procedure and will be discontinued as an improvement activity.</p>
In order to accurately determine if an LEA is meeting the Indicator 13 requirements, the TDOE Transition Coordinators will meet with compliance staff to establish parameters and guidance for compliance monitors and LEA personnel regarding acceptable criteria for <i>Course of Study</i> .	<p>Two of the transition coordinators met with the monitoring staff on June 13, 2012 to review the monitoring protocol which includes <i>Course of Study</i>.</p> <p>It was agreed that the protocol would remain the same as in the previous year.</p> <p>Activity completed.</p>
To provide more current information for LEA personnel, the TDOE Transition Coordinators with assistance from stakeholders will review/revise the contents of the Secondary Transition section on the TDOE website in preparation for the TDOE website restructuring.	<p>The Transition Coordinators reviewed all of the information on the website, removed outdated resources, and added pertinent transition information. Changes have been approved by the TDOE Communications Committee and the information has been submitted to be posted on the website http://www.state.tn.us/education/speced/secondary_trans.shtml</p> <p>Activity completed.</p>
To better inform LEA staff, parents and students, the TDOE will organize the Fourth Annual Transition Summit to assist LEA staff with developing a greater understanding of appropriate transition planning. It will be evaluated through a pre-test/ post-test administration.	<p>The Fourth Annual Transition Summit was held on February 22, 2012. Over 250 individuals from across Tennessee participated. Two tracks were offered – one was general transition topics and the other was Improving Post-Secondary Survey results for Special Education Supervisors and Transition Coordinators presented by Charlotte Alverson from the National Post-School Outcomes Center. Pre-test and post-test measures were collected and knowledge gain resulted.</p> <p>This process is standard procedure and will be discontinued as an improvement activity.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
<p>TDOE submitted a proposal to the National Secondary Transition Technical Assistance Center (NSTTAC) for intensive technical assistance and was accepted. TDOE will build a work plan in conjunction with NSTTAC staff to enhance TN's capacity to:</p> <ul style="list-style-type: none"> (a) implement and scale-up evidence-based practices to improve academic and functional achievement that prepare students with disabilities for college and the workforce; (b) implement policies, procedures, and practices to facilitate students with disabilities participating in programs to prepare students for college and career readiness; and (c) achieve 100% compliance with Annual Performance Reporting (APR) Part B Indicator . 	November 1, 2012	TDOE Transition Staff and Administration
<p>For children who are 15+ years of age, add an error message to Easy IEP to disallow finalizing an IEP prior to a Student Invitation being issued for the IEP team meeting.</p>	2012-13	TDOE Staff and Administration Public Consulting Group (PCG)

Correction of FFY 2010 Findings of Noncompliance

Level of compliance (actual target data) State reported for FFY2010 for this indicator: **73.3%**

1	Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	111
2	Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	111
3	Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance)

4	Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5	Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6	Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected

TDOE has verified correction for all FFY 2010 findings of noncompliance.

Verification of Correction (either timely or subsequent)

TDOE conducted the following activities to verify FFY 2010 findings of noncompliance were corrected:

Student level corrections were made by LEA personnel and documented in the WBMS. To complete the *Prong 1* verification, compliance monitors were sent to the LEAs to review individual student level correction of noncompliance and compliance monitors approved corrections in the WBMS. To insure that the LEAs were correctly implementing the regulatory requirements at 34 CFR §§ 300.320(b) and 300.321(b), a *Prong 2* review was completed. The *Prong 2* review consisted of compliance monitors returning to 13 LEAs where there had been evidence of non-compliance in the initial monitoring of the secondary transition area. The monitors pulled an additional five record per LEA to insure that transition requirements were being met. (In some cases less than five new records were available.) The additional records showed 100% compliance with the seven transition components. All FFY2011 compliance monitoring was closed no later than 365 days of initial findings.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Effective General Supervision Part B / Effective Transition

INDICATOR 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY	Measurable and Rigorous Target
2011	<ul style="list-style-type: none"> a) <i>Percent enrolled in Higher Education – 23.0%</i> b) <i>Percent enrolled in higher education or competitively employed – 58.0%</i> c) <i>Percent enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment – 67.0%</i>

Dissemination

We will encourage LEAs to report the following information in their District Report Cards:

The percent of youth:

- (a) enrolled in higher education,
- (b) competitively employed,
- (c) enrolled in some other postsecondary education or training program and
- (d) employed in some other employment or
- (e) not engaged in any of the above categories

The following definitions are specific to the State's Part B Indicator 14:

Definitions:

Higher Education means youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Other postsecondary education or training means youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Some Other Employment means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Respondents are youth or their designated family member who answer the survey or interview questions.

Leavers are youth who left school by graduating with a regular or modified diploma, aging out, left school early (i.e., dropped out), or who were expected to return and did not.

Actual Target Data for FFY 2011

There were **841** respondents to the phone interviews. A respondent fell into one of the following five categories:

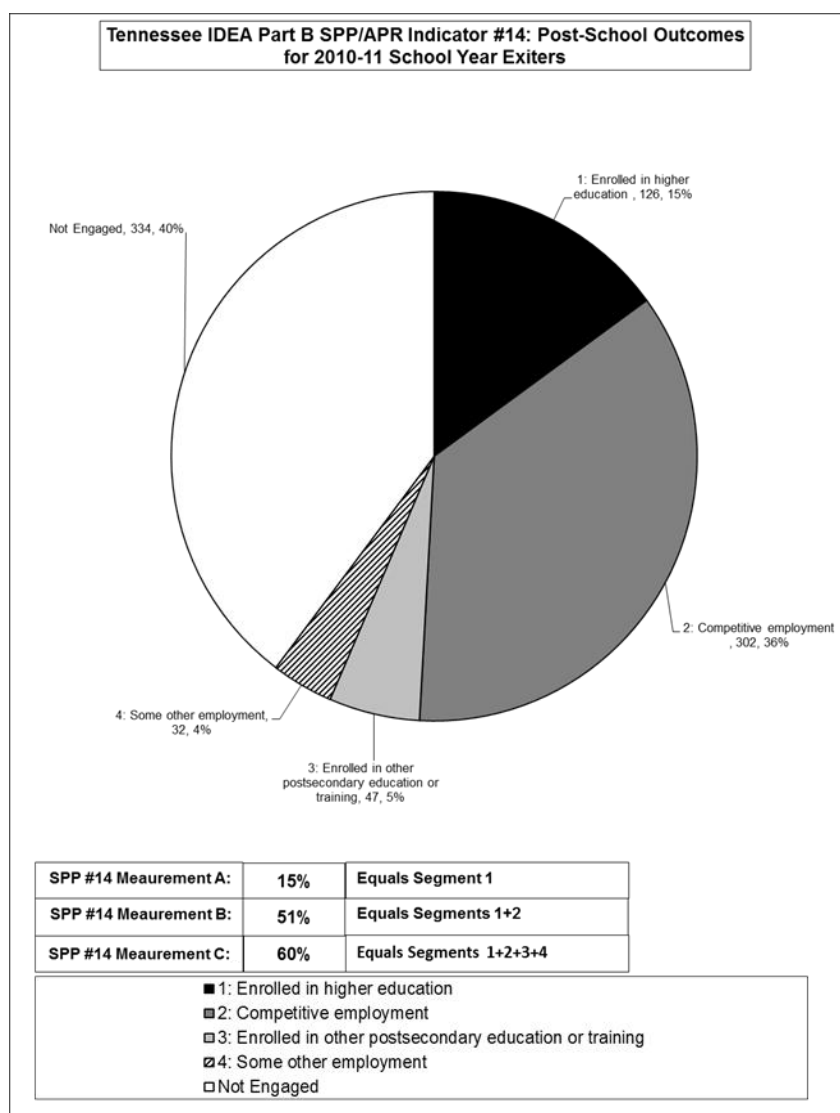
- 1 = **126** respondent leavers were enrolled in "higher education".
- 2 = **302** respondent leavers were engaged in "competitive employment" (and not counted in 1 above)
- 3 = **47** respondent leavers were enrolled in "some other postsecondary education or training" (and not counted in 1 or 2 above).
- 4 = **32** respondent leavers were engaged in "some other employment" (and not counted in 1, 2, or 3 above).
- 5 = **334** respondent leavers were not engaged.

For reporting in the measurement, three groups were reported with respondents being counted only once and placed in the highest of the following three categories:

A = 126 (#1) divided by 841 (total respondents) = **15.0% Not Met**

B = 126 (#1) + 302 (#2) divided by 841 (total respondents) = **50.9% Not Met**

C = 126 (#1) + 302 (#2) + 47 (#3) + 32 (#4) divided by 841 (total respondents) = **60.3% Not Met**



Tennessee experienced slippage from the baseline (FFY 2009) and from FFY 2010 in the most current reporting period (FFY 2011) across measurements A, B, and C. Tennessee's data results show that the greatest category of respondents is in the Not Engaged (40%) category. Since FFY 2009 Tennessee has experienced unemployment higher than the national average and the loss of many jobs; especially hard hit were rural areas with limited industry and transportation difficulties. These factors were coupled with the implementation of the Tennessee Diploma Project which places more requirements on students to receive a regular high school diploma.

LEAs report that there are many fewer opportunities for students and leavers because of all of the adults in the community seeking employment. The Annie E. Casey Foundation, which administers the Kids Count program, recently released a policy report on youth employment. The report finds that employment among Americans ages 16 to 24 is at lowest point in 50 years. In Tennessee last year, fewer than 25% of 16- to 19-year olds had a job, and only 60% of Tennesseans 20-24 worked in 2011. Entry level jobs are being taken by displaced, older workers.

FFY	3 Year Trend Data
2009	<ul style="list-style-type: none"> a. Percent enrolled in Higher Education – 22% b. Percent enrolled in higher education or competitively employed – 57% c. Percent enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment – 66%
2010	<ul style="list-style-type: none"> a. Percent enrolled in Higher Education – 16.8% b. Percent enrolled in higher education or competitively employed – 51.4% c. Percent enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment – 63.4%
2011	<ul style="list-style-type: none"> a. Percent enrolled in Higher Education – 15.0% b. Percent enrolled in higher education or competitively employed – 50.9% c. Percent enrolled in higher education or some other postsecondary education or training program or competitively employed or in some other employment – 60.3%

As indicated above, the number of exited students enrolled in higher education, competitively employed or enrolled in some other education or training program has declined over the three year period. To address this issue within the state of TN, TDOE will emphasize the skill building opportunities afforded students through the TN Board of Regents programs through the community colleges and TN Technology Centers.

While leavers with High School Diplomas fared better than the overall respondent percentage, all of the leaver groups showed slippage. TDOE encourages individual LEAs to study the reasons for this decline.

Data Collection Methods

TDOE conducted a representative sample of districts. The representative sample was based on the categories of disability, race, age and gender for students who exited school by (a) graduating with a regular diploma, (b) dropping out, (c) aging out of high school, or (d) who were expected to return and did not.

LEAs that completed the annual survey in the summer of 2012 were randomly selected through the *National Post School Outcomes Center Sampling Calculator* on a *four year sampling cycle*. The three largest LEAs in the State that have a population of >50,000 students complete the survey on one-fourth of their leavers every year and are not shown on the calculation table for this reason. During phase II the survey is completed by LEA staff by telephone. The staff uses an online secure website to enter the data collected through the telephone surveys. The web survey data are housed at a State university and data are automatically compiled for analysis and reporting by the University under a TDOE contract for services.

Response Rate and Representativeness.

TDOE used the NPSO Response Calculator (to calculate representativeness of the respondent group on the characteristics of disability type, gender; ethnicity and dropout in order to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth with an IEP who exited school in 2010.

According to the NPSO Response Calculator, differences between the Respondent Group and the Target Leaver Group of $\pm 3\%$ may be an area of important difference. Negative differences indicate an under representativeness of the group and positive differences indicate over representativeness. A difference of greater than $\pm 3\%$ is highlighted in **bold**.

Table 2.

NPSO Response Calculator		Representativeness							
	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Target Leaver Totals	1560	851	98	193	418	550	494	15	109
Response Totals	841	474	40	103	224	283	217	5	35
Response Rate	53.9%								
Target Leaver Representativeness		54.55%	6.28%	12.37%	26.79%	35.25%	31.67%	0.96%	6.99%
Respondent Representativeness		56.36%	4.76%	12.25%	26.63%	33.65%	25.80%	0.59%	4.16%
Difference		1.81%	-1.53%	0.12%	0.16%	-1.61%	-5.86%	-.37%	-2.83%

The representative sample was decreased by 275 (15%) student leavers but there were only 11 fewer responses. TDOE staff increased their effort by establishing a timeline for completion (August 31, 2012) and contacting LEAs earlier and encouraging them to complete their surveys. Twice monthly electronic reminders were sent to the LEAs throughout the summer months and assistance was provided by TDOE staff in locating working phone numbers. Prior to the distribution of the survey, TDOE staff shared the NPSO flyer with LEAs and encouraged them to send them to students who would be contacted. To encourage minority participation, TDOE staff also shared post-secondary survey materials with the Disability Pathfinder, an electronic resource for families supported in-part by the TDOE and housed at Vanderbilt University.

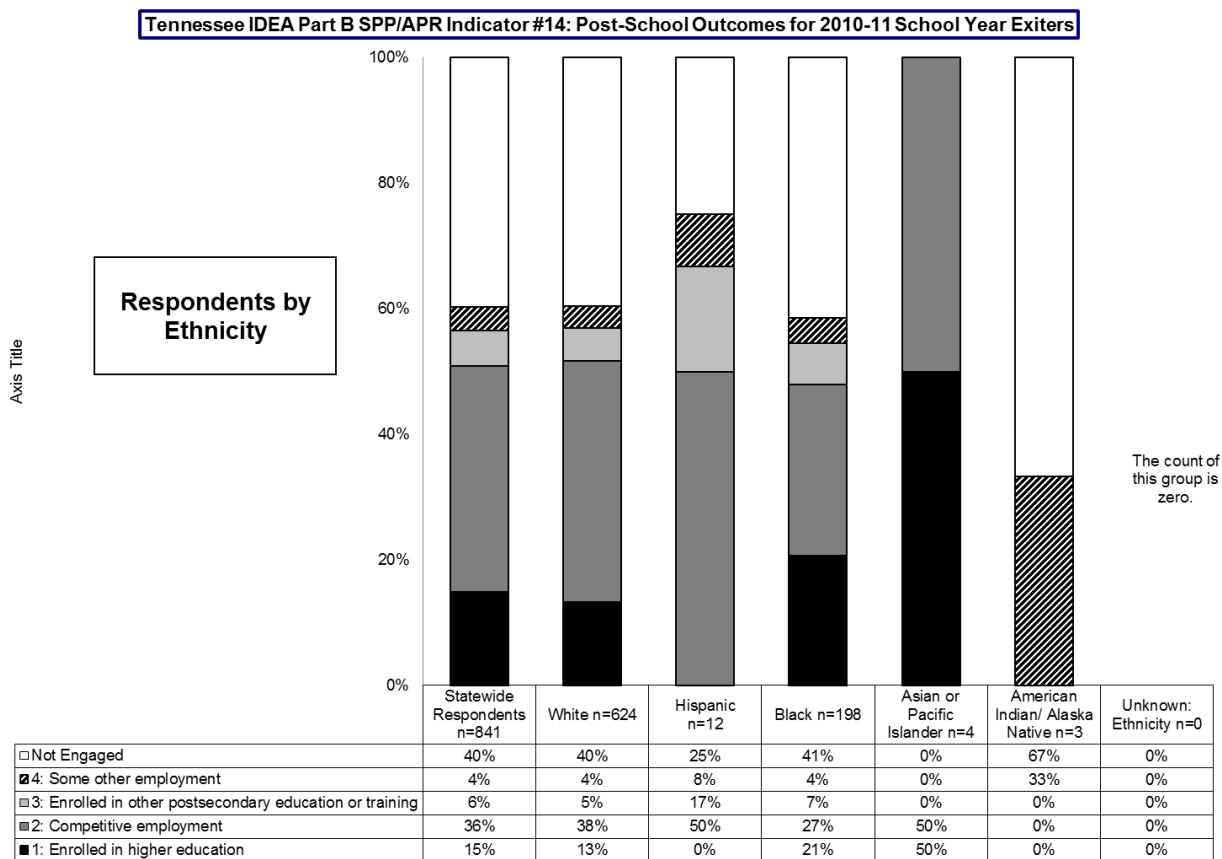
Missing Data

LEAs were unable to reach 46.1% or 719 members of the leaver population. Four LEAs accounted for 52.4% or 377 of the leavers never reached. Follow-up information from these four LEAs indicates that many of the leavers could not be contacted because of invalid or incomplete contact information. Multiple calls or additional contacts are recommended to LEAs to improve the response level.

Selection Bias

The under representativeness of minority youth can be attributed to this group of youth being difficult to reach. Minority students are traditionally the ones with poor contact information. It should be noted that we no longer have underrepresentation in the area of Intellectual Disabilities (formerly Mental Retardation) and females and due to our improvement strategies, Tennessee has greatly reduced the discrepancy in representation in the areas of Minority participation by almost 11% with our improvement strategies. We will continue to implement these strategies in future data collections.

Post-School Outcomes by Ethnicity



White and black students accounted for 822 or 98% of the survey respondents. 21% of black students or 41 students surveyed reported that they were enrolled in higher education as were 13% or 83 white students. These two ethnicity groups made up 97% or 294 of the competitively employed respondents. Small numbers of respondents were enrolled in other postsecondary education or training and some other employment.

Of the 334 respondents classified as not engaged 247 youth were white and 82 were black. When asked to give one reason that they had not worked since leaving high school, 120 reported that they had been unable to find work.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2011:

TDOE completed two continuing improvement activities and one new improvement activity between October 2011 and October 2012. Of the two maintained improvement activities, both related to improving our response rate and increasing representativeness. In the Improvement Activities, TDOE describes ongoing activities completed in the last year and completed one additional improvement activity related to improving post-school outcomes for young people leaving school. The purpose of this new activity was to increase the number of youth enrolling in higher education.

TDOE experienced slippage from the baseline (FFY 2009) and in the most current reporting period (FFY 2011) in measurements A, B, and C. During this time period, Tennessee experienced unemployment higher than the national average and the loss of many jobs; especially hard hit were rural areas with limited industry and transportation difficulties. These factors were coupled with the implementation of the Tennessee Diploma Project which places more requirements on students to receive a regular high school diploma.

Tennessee's data results show that the greatest category of respondents is in the Not Engaged (40%) category. While leavers with High School Diplomas fared better than the overall respondent percentage, all of the leaver groups need improvement. TDOE needs to encourage individual LEAs to study the high not engaged group rate to determine why so many leavers are Non Engaged.

Improvement Activities	Discussion of Improvement Activities Completed <u>and</u> Explanation of Progress or Slippage that occurred for FFY2011:
<p>To inform and encourage leavers to respond to the post-school interviews, the State will engage in a campaign with the TN Developmental Disabilities Network to connect with families and youth on the importance of participating in the post school interview. Paper and web-based flyers will be distributed to youth/families in areas where data are being collected the following year.</p>	<p>The Indicator 14 chairman has shared the importance of Indicator 14 with LEA staff chosen to participate in the Post-Secondary survey.</p> <p>Electronic flyers were distributed to the LEAs to send to leavers who would participate in the survey. We will do this every year since we are on a four year rotation.</p> <p>The response rate rose from 46.4% in FFY 2010 to 53.9% in FFY 2011.</p> <p>This process is standard procedure and will be discontinued as an improvement activity.</p>
<p>To increase the response rate from minority youth and youth leavers with intellectual disabilities TDOE will engage in a campaign with Disability Pathfinder and STEP (Support and Training for Exceptional Parents) Network to encourage all youth and especially minority youth and those with Intellectual Disabilities to share their post-school stories and to participate in the annual survey.</p>	<p>Electronic flyers were distributed to the Disability Pathfinder to post on their website.</p> <p>Electronic flyers were distributed to the LEAs to send to leavers who would participate in the survey. We will do this every year since we are on a four year rotation.</p> <p>Underrepresentation of minority youth dropped from 16.5% in FFY 2010 to 5.86% during the FFY 2011 survey.</p> <p>This process is standard procedure and will be discontinued as an improvement activity.</p>

<p>To reach our FFY 2011 target of 23% of students enrolling in higher education, the TDOE will host a one-day seminar and a three day conference referred to as the Transition Summit and the College and Career Access Conference for students, families, and LEA personnel to provide information on</p> <ul style="list-style-type: none"> (a) available services and supports for youth at institutions of higher learning, (b) how to access services and supports, and (c) strategies to prepare youth for success in the postsecondary educational setting. 	<p>The TDOE hosted the Transition Summit on Feb. 14, 2012. Approximately 300 educators, parents, and students registered for the Summit.</p> <p>(a) Two workshops encouraging post-secondary school participation were presented:</p> <ol style="list-style-type: none"> 1. Technology Centers: Leading the Way in Today's Job Market 2. Preparing for Success in College <p>Information about the technology centers was listed on the post conference evaluation most often as the best idea for transition professionals to take away from the conference</p> <p>(b) and (c) The TDOE hosted the statewide Annual Special Education Conference February 15-17, 2012. Approximately 1800 educators attended the conference. Workshops related to post-secondary education were:</p> <ol style="list-style-type: none"> 1. College Campus Transition Programs: Success through Effective Community Partnerships 2. College for Young Adults with Disabilities 3. Going to College – Expect the Best – Know Your Options 4. Moving on Up: Transition of SWD to Postsecondary Education
<p>To reduce the non-engaged rate of leavers from 39% to 30%, the TDOE will design and implement a marketing plan that targets postsecondary education “going” and/or full employment for all students leaving high school. We will encourage all LEAs in the cohort to determine why students are not engaged.</p>	<p>We never developed a marketing plan that targeted postsecondary education or full employment. Our non-engaged rate rose from 37% to 40%.</p> <p>We need to revise this improvement activity to be more specific about what we are going to do.</p> <p>See revision below.</p>

Revisions, with Justifications, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY2012

Improvement Activity	Timeline	Resources
<p>Revised Activity 4 –</p> <p>In order to gather more in-depth information about students who are <i>non-engaged</i>, TDOE with assistance from the National Post Schools Outcome Center (NPSO) and the data analysis staff at East TN State University will analyze the TN Post-Secondary Survey to make changes that will allow TDOE to gather more specific data about the <i>non-engaged</i> population.</p>	Jan. – April, 2013	<p>TDOE staff</p> <p>National Post Schools Outcomes Center</p> <p>East TN State University staff</p> <p>TN Capacity Building Team</p>
<p>In order to gather more in-depth information about students who are <i>non-responders</i>, TDOE with assistance from the National Post Schools Outcome Center (NPSO) and the data analysis staff at East TN State University will analyze the TN Post-Secondary Survey to make changes that will allow TDOE to gather more specific data about the <i>non-responders</i> population.</p>	Jan. – April, 2013	<p>TDOE staff</p> <p>National Post Schools Outcomes Center</p> <p>East TN State University staff</p> <p>TN Capacity Building Team</p>
<p>Based on the Transition Summit post-conference responses, TDOE will target the distribution of marketing materials about community colleges, TN Technology Centers and financial aid to LEAs. One of the distribution points will be the Youth Readiness Training Days, a one-day event that will Get High School Students with Disabilities Thinking About Their Lives After Graduation.</p>	Jan. – April, 2013	<p>TDOE staff</p> <p>National Post Schools Outcomes Center</p> <p>East TN State University staff</p> <p>TN Capacity Building Team</p> <p>Ned Solomon, TN Developmental Disabilities Council</p>

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
(20 U.S.C. 1416 (a)(3)(B))

Measurement

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

Percent = $549/549 \times 100 = 100\%$

States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment A).

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2011	100%

Process for Selecting LEAs for Monitoring

Annually, monitoring activities of programs funded through IDEA sources are conducted in all school districts. These activities include: LEA determinations; cyclical fiscal monitoring; review and follow-up to resolutions from administrative complaints; mediation and due process issues; grant monitoring (as indicated); and, focused monitoring.

On-site cyclical monitoring, which includes file reviews and fiscal monitoring, is conducted every four years in Tennessee’s 136 LEAs and 4 State Special Schools. The *Four Year Cycle for On-Site Monitoring Schedule* can be viewed at <http://www.tn.gov/education/speced/doc/88114yr.pdf>.

Actual Target Data for FFY 2011

In FFY 2010 the compliance monitoring process was completed in 34 school districts. 1276 student files were reviewed within those districts and 229 findings of noncompliance were identified (at the individual student level) as part of the 4-year cyclical on-site monitoring process. All noncompliance corrections were verified and the review of additional student files documented 100% compliance within 365 days of all districts' *Date of Notification*.

In addition to on-site compliance monitoring, TDOE performed a number of additional processes to identify noncompliance at the district level. These processes included dispute resolutions, LEA self-assessments in response to possible disproportionate representation (B9/10), desk audits, fiscal monitoring, on-line review of data in the State Level Data System (EasyIEP) and other data sources—all of which could generate district findings of noncompliance. Findings from these additional processes are included in the B-15 Worksheet.

The percent of FFY 2010 noncompliance corrected and verified within one year was 100.00%. Tennessee did meet the Measurable and Rigorous Target of 100% correction for all noncompliance within 365 days for Indicator 15.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011

The TDOE has continued to implement the revised compliance monitoring tools and processes from FFY 2009 to ensure all individual student findings of noncompliance were tracked, that all LEA corrections to individual student noncompliance were verified and that additional data were reviewed and found correct to assure the correct implementation of regulatory requirements. All monitoring data were collected and verifications of corrections were tracked through the on-line Web Based Monitoring System (WBMS). TDOE continues to track student specific non-compliance.

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011
Provide training to all LEAs to be monitored in the next school year on the requirements of the IEP through use of the Student File Review Protocol.	<p>All LEAs to be monitored in 2011-2012 were provided training on the requirements of the IEP through use of the student file review protocol.</p> <p>Progress made. Continue activity.</p>
Develop a pre and post onsite monitoring web-based training module for compliance criteria to be accessible by all teachers and supervisors through the special education website and as well as the on-line secure web-based monitoring system.	<p>Both pre and post monitoring web-based training modules have been developed and were utilized in FFY 2011.</p> <p>Progress made. Discontinue activity due to changes in the monitoring process beginning 2012-2013.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Improvement Activity	Timeline	Resources
Revise monitoring process to a desktop audit for procedural/ compliance monitoring and fiscal monitoring. On site reviews to be rare or limited to districts at-risk.	2012-2013	TDOE Monitoring Staff

Timely Correction of FFY 2010 Findings of Noncompliance (corrected within one year from identification of the noncompliance)

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) (Sum of Column a on the Indicator B15 Worksheet)	549
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	549
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected)

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected

TDOE has verified correction for all FFY 2010 findings of noncompliance.

Verification of Correction of FFY 2010 noncompliance (either timely or subsequent)

Prong 1

The FFY 2010 TDOE onsite compliance monitoring included a 4-year cyclical file review process of randomly selected files. Thirty-four (34) school districts were reviewed. Through the onsite file review process, TDOE monitors reviewed IEP files and recorded all instances of student-level noncompliance. All individual noncompliance was reported to the LEA. A district level summary report was provided to each LEA with an item-level analysis for the number of items found to be compliant and noncompliant. The provision of this report to the LEA began the 365 day timeline for the 100% correction of student level

noncompliance (*Date of Notification*.) This report also set the requirement and timeline for LEAs to engage in improvement activities, where applicable, when noncompliance suggested there could be issue(s) of understanding policy and/or procedures that needed to be addressed through specialized trainings, district self-assessment of procedures, State review of procedures, etc.

Districts were instructed to correct all student level noncompliance found and record the date of the correction in the WBMS, unless the child was no longer within the jurisdiction of the LEA. Then TDOE compliance monitors, utilizing the WBMS, confirmed each individual case of noncompliance was corrected. As part of this correction process the monitors documented student level corrections and tracked correction verification dates through the TDOE student level special education data system used throughout the State.

Prong 2

To assure correct implementation of the specific regulatory requirements TDOE compliance monitors subsequently reviewed additional data either a) through an onsite review of additional data (new files), b) through the review of updated data in the statewide data system, or c) both. All additional data reviewed had to be 100% correct before the LEA was issued a closing letter.

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	0	0	0
7. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	100	100	100
	Dispute Resolution: Complaints, Hearings	0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. <i>*Note: Findings reported are individual noncompliance, tracked through the EasyIEP and the State data system. See note below.</i>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	8	8
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	13	111	111
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: <i>IDEA Regulatory Findings – Student Records Review</i>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	34	229	229
	Dispute Resolution: Complaints, Hearings	10	18	18
Other areas of noncompliance: <i>IDEA Fiscal Monitoring</i>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	20	79	79
	Dispute Resolution: Complaints, Hearings	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: <i>IDEA Discretionary Grant Monitoring</i>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	4	4
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			549	549
Percent of noncompliance corrected within one year of identification = (Column (b) sum divided by column (a) sum) times 100.			$(549) / (549) \times 100 = 100\%$	100 %

NO LONGER REQUIRED as of FFY2011**Part B State Annual Performance Report (APR) for FFY 2011****Overview of the Annual Performance Report Development:** See pages ii and iii**Monitoring Priority: Effective General Supervision Part B / General Supervision**

INDICATOR 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2011	100% of signed written administrative complaints will be resolved within required timelines.

Actual Target Data for FFY 2011**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011**

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
NONE		

NO LONGER REQUIRED as of FFY2011**Part B State Annual Performance Report (APR) for FFY 2011**

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2011	100% of due process hearings will have written decision within the required timelines.

Actual Target Data for FFY 2011**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011**

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
NONE		

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
FFY2011	7% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

Actual Target Data for FFY11:

13 resolution sessions were conducted with 9 resulting in signed written agreements. 69% of hearing requests that went to resolution sessions resulted in signed written agreements. Target was met.

69%=[9 divided by 13] times 100.

Discussion of Improvement Activities and progress or slippage that occurred.

Improvement Activities	Discussion of Improvement Activities and Progress or Slippage that Occurred
Encourage early resolution session as a more timely dispute resolution measure.	During initial case status conference telephone calls, administrative law judges encourage parties to participate in resolution sessions. Continue activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Section A in the FFY12:

Activities	Timeline	Resources
NONE		

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
FFY2011	65% of mediations will reach agreement within any applicable timelines

Actual Target Data for FFY11:

32 mediation requests were received by the division. Of the 10 mediations not related to due process hearing requests, 7 resulted in agreements. Of the 9 mediations related to due process hearing requests, 7 resulted in agreements. 13 mediations were either pending or not conducted. 73% of mediations reached agreement within applicable timelines (14 agreements divided by 19 mediations held). Target was met. $73\% = [7+7 \text{ divided by } 19] \text{ times } 100$.

Discussion of Improvement Activities and progress or slippage that occurred.

Improvement Activities	Discussion of Improvement Activities and Progress or Slippage that Occurred
Provide training to special education administrative law judges.	Pursuant to Tennessee Code Annotated §49-10-606(b), the Administrative Office of the Courts provided annual training in special education law to administrative law judges. Continue activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY12:

Activities	Timeline	Resources
NONE		

As per OSEP Memo 13-6, TDOE has elected to have OSEP complete the Indicator 20 Rubric and provide results to the State. As needed TDOE will review results and address progress, slippage, and/or improvement activities as required during APR clarification period

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See pages ii and iii

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>2011</i>	<i>State reported data are 100% timely and accurate.</i>

Actual Target Data for FFY 2011

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2011

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

Activities	Timeline	Resources
NONE		